DOCUMENT RESUME

ED 278 870 CE 046 440

TITLE	Communication. Listen, Speak, Write, Use.
INSTITUTION	University of Northern Iowa, Cedar Falls. School of Business.
SPONS AGENCY	Iowa State Dept. of Public Irstruction, Des Moines. Div. of Career Education.
PUB DATE	86
GRANT	FCS-86-02-71; FCS-87-02-71
NOTE	204p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Business Education; *Communication Skills; *Language Usage; Learning Activities; Lesson Plans; *Listening Skills; *Office Occupations Education; Postsecondary Education; Pretests Posttests; Secondary Education; *Speech Skills; Telephone Usage Instruction; *Writing Skills

ABSTRACT

This instructional unit is intended for use in helping secondary and postsecondary business students develop their communications skills. The course is designed to be taught in six weeks in conjunction with the sixth edition of "Business English and Communication," a textbook published by McGraw-Hill. Chapters addressing listening, speaking, writing, and language usage skills are included. Each chapter contains some or all of the following: introduction, behavioral objectives, unit outline, pretest, activities, posttest, evaluation criteria, expansion activities, expansion references, and student handouts. The chapter on speaking also includes a unit and activities dealing with telephone usage. Guidelines for selecting activities, answers for the communication unit, a bibliography, and expanded references conclude the guide. (MN)

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COMMUNICATION

LISTEN

SPEAK

WRITE

USE

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COMMUNICATION

Developed by

Nancy Moen, Chair
Mason City High School

Margaret Jensen
Southeast Polk High School

Jim Onsager
Waukon High School

Jan Wollenhaupt
Bridgewater-Fontanelle High School

Under the direction of

Dr. Jack C. Reed
Information Management Department
School of Business
University of Northern Iowa
Cedar Falls, IA 50614

1986

COMMUNICATION was developed under a grant funded by Public Law 94-482 through the Iowa Department of Public Instruction, Career Education Division.
Grant Numbers: FCS-86-02-71 and FCS-87-02-71.
Sponsored by Iowa CADRE for Business Education.

The committee wants to thank the University of Northern Iowa Information Management Department for the opportunity to develop this unit, the Malcolm Price Laboratory School for the use of its facilities, Linda Voight and the University of Wisconsin for the "Business Communications Unit of Study and Outline," and the unknown authors of documents used for reference.

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OVERVIEW

The information age is here! With this age has come an increasing awareness of the importance of being able to communicate well.

We live in a visual world. Television, movies, videos--all have had a profound effect on how our young people "see" their world.

This visual impact has resulted in a serious dysfunctioning of their oral, written, and listening skills. We, as educators, need to address this decline of communication skills by making sure our high school students and our postsecondary school students are well grounded in the communication skills--listening, writing, speaking and using our language effectively.

We have compiled a six-week communication instructional unit to give teachers a place to start. We have sorted through multitudes of information and material and selected what we thought was the best available. We have also included activities that can be used to expand the unit to cover a greater number of class periods.

It is our intent that the units be usable for both secondary students and postsecondary students. Therefore, suggested activities should be modified to include subject matter appropriate to the grade level of the students.

We selected the textbook Business English and Communication for your use as a reference because teachers are usually more comfortable if they have a good, reliable textbook to use. We think this textbook is the most comprehensive communication textbook available. A copy can be ordered from Gregg/McGraw-Hill. A teacher's edition is available.

* *

All teachers are busy. With the variety of subjects taught by each business teacher, it is difficult to find time to prepare new material. Our intent is to provide you with material that is classroom ready. Even if a teacher has not taught a writing, listening, speaking or language skills unit in his/her particular classes, he/she will find these materials very usable. Adequate background information and additional references have been provided.

The business curriculum is ever changing, so it is imperative that business teachers make every effort to keep up with current trends, policies, information and methods. We believe this six-week instructional package can be a vehicle to use.

The Committee

INTRODUCTION TO THE LISTENING UNIT

The one-week LISTENING Unit is intended to reinforce the importance of improving listening skills.

People in business spend more time listening than they do in writing, speaking, or reading. Yet, listening as a form of communication has been given the least attention. Employers in all phases of business are concerned about the wasted time and money that results when employees have poor listening skills.

Business English and Communications, Sixth Edition, was used as a basis for developing the unit. This textbook is intended to be a teacher resource. Each student does not need a copy of the text.

If the teacher wishes to devote more time to the important area of listening, the writers have provided additional activities and references at the end of the unit.

It is very important to remember that listening must be given attention in every class. This can be achieved by giving daily opportunity for following through on oral directions. As students develop their abilities to listen, give increasingly complex directions involving several steps.

The LISTENING unit, although a separate unit, may be integrated with the ORAL unit, if the teacher so desires.

BEHAVIORAL OBJECTIVES FOR LISTENING UNIT

The student will be able to:

1. define listening.
2. demonstrate listening skills by responding to information given in a variety of oral communications.

LISTENING UNIT

I. Pretest

II. Definition of Listening

Too often people think that listening and hearing are the same thing, but there is a big difference. Hearing depends upon the ears, while listening uses the mind as well. The ears permit you to hear sounds; the mind enables you to interpret these sounds, to recognize some of them as words, and to fashion the words into thoughts or ideas. With your mind, you are able to determine that an oral message is important, interpret the message, and react to it. Interpreting the message is a "thinking" act. It is dependent on both the listener's vocabulary and attitude (Stewart, Zimmer, Clark, 1984).

III. Importance of Listening

A. Demonstrate importance of listening by use of an example.

(Use the telephone game. All students are familiar with it. Write a message on a card, have the first person read the message (silently), and whisper the message to the next person. The last person to receive the message should repeat it aloud. Compare the original message with the repeated message. Discuss the difference.)

B. Cite several examples of social situations that involve listening skills.

C. Cite several examples of educational situations that involve listening skills.

D. Cite several examples of job related situations that involve listening.

E. Statistical information about listening

The average person speaks about 125 words a minute. The average listener can mentally process information at four or five times that rate (Burtness and Hulbert, 1985). This time gap results in a listening problem. The brain finds it very easy to listen and, at the same time, think of other thoughts. Good listeners use the time to organize what is being said and what has been said in order to better understand the message.

Tests show that after 10 or 15 minutes, most people can remember only about half of what they have heard. After 2 hours, they remember only a quarter of the original message (Stiegler, Luke, 1982).

IV. Guidelines for Better Listening

A. Make mental notes of supporting arguments and details.

B. Try to anticipate what will be said next.

C. Listen between the lines.

D. Separate facts from opinions.

E. Evaluate the evidence presented, listen for fallacies, and accept or reject the speaker's presentation.

F. "Listen" for nonverbal clues (the speaker's vocal emphases, facial expressions, gestures and other body language.)

G. Determine the speaker's main theme. Good listeners grasp the speaker's core theme and relate everything in the presentation to that theme. Good listeners jot down only main ideas and key supporting points used to develop the main theme.

H. Listen for emotion-charged words as clues to the speaker's underlying feelings. Many words have connotative meanings that reveal a person's values. Good listeners guard against letting their own reactions to such words interfere with their concentration.

V. Post Test

LISTENING PRETEST

(See page 171 for answers)

The teacher will prepare the students for the following listening exercise by informing them that they will be asked questions after the reading of the article. They should be instructed to listen carefully and be prepared to respond on paper.

LISTENING IS A 10-PART SKILL

(Excerpted by permission from NATION'S BUSINESS, July, 1957. Copyright 1957, U.S. Chamber of Commerce.)

White collar workers, on the average, devote at least 40 percent of their work day to listening. Apparently 40 percent of their salary is paid to them for listening. Yet tests of listening comprehension have shown that, without training, these employees listen at only 25 percent efficiency.

This low level of performance becomes increasingly intolerable as evidence accumulates that it can be significantly raised. The component skills of listening are known. They boil down to this:

Learning through listening is primarily an inside job--inside action on the part of the listener. What he needs to do is to replace some common present attitudes with others.

Recognizing the dollar values in effective listening, many companies have added courses in this skill to their regular training programs. Some of the pioneers in this effort have been American Telephone & Telegraph Co. (AT&T), General Motors Corporation (GMC), Ford Motor Company, The Dow Chemical Company, Western Electric Co., Inc., and Minnesota Mining & Manufacturing Co. (3M),(Nichols, Ralph G., 1957).

QUESTIONS

1. What is the main theme of the article?

2. What percent of the workday does the average white-collar worker devote to listening?

3. What percent of the white collar worker's salary is paid to them for listening?

4. According to comprehension tests, the efficiency rate of listening for these white collar workers is what percent?

5. *Name as many companies as you can that have added listening courses to their regular training programs.

*In order to allow for individual differences, the teacher may wish to reword this question to read "Name two companies," or "Name one company", etc. The teacher might also expect to get the abbreviations as responses to this question from higher-ability students.

ACTIVITIES FOR LISTENING UNIT

The following activities have been suggested to use to teach the improvement of listening skills. The specific subject matter for these activities will come from sources appropriate to each class--this is the teacher's choice.

To make these activities learning experiences, it is essential that the teacher does a sample activity with the students. This sample activity must precede any measuring activity.

Students may take turns reading the articles to give them experience in being in front of a group.

ACTIVITY 1

Make mental notes of supporting arguments and details.

1. Read an article to the students relating to their personal life (why there should not be a senior skip day). The students should take mental notes and be ready to discuss orally only information contained in the article.

2. Select an article from the local paper pertaining to something being done in the locality (paving the park). The students should take mental notes as the article is being read and be prepared to discuss orally the arguments and details that supported the writer's point of view.

3. Select a controversial issue from the paper. As you read the article to the students, the students should mentally keep track of how many details the author uses to support his/her main theme.

ACTIVITY 2

Try to anticipate what will be said next.

1. Students are to be read a series of open-ended sentences. They are to respond by writing down an appropriate ending for the sentence. Compare answers and discuss why everyone did not respond in the same way.

   a. Being a good listener means _____.

   b. When a business telephone rings, you should _____.

   c. Reading the financial statement of a business usually _____.

2. Select or write your own beginning for a story. Read the first two or three paragraphs to the students. The students should write an appropriate conclusion of at least five sentences for the story.

3. Draw on the personal experiences of the students. Tell them about situations when you have anticipated what would be said next and your conclusions were either wrong or right. Have students then discuss their personal experiences.

ACTIVITY 3

Listen between the lines.

1. Read a series of statements to the students and ask them to evaluate them for implied meaning:

   a. When talking about the upcoming dance, a girl states, "I think dancing is dumb!"

   b. You walk into the office to begin work, and it is 8:15 a.m. Your boss looks at his watch and says,"Good afternoon."

2. Select a newspaper article written by a syndicated columnist or an editorial from a local newspaper. After you read the article to the students, have them list all references to double meaning or other information implied but not mentioned.

3. Students should listen to one side of a telephone conversation. They should then attempt to construct the other side of the conversation based only on what they have heard. Write the conversation down.

ACTIVITY 4

Separate facts from opinions.

1. Read the students an article from the school newspaper about a current controversial topic and have the students list separately the information that is fact and the information that is opinion.

2. Have the students listen to a conversation between two or more people and have them list the information that each presents as fact and the information that each presents as opinion.

3. Have two students role play a conversation (the hot lunch program). The rest of the class will then list separately the information that was presented as fact and the information that was presented as opinion.

ACTIVITY 5

Evaluate the evidence presented, listen for fallacies, and accept or reject the speaker's presentation.

1. Select an advertisement that contains undocumentated information from a newspaper or a magazine. Read the selection to the students and have them list the information they think is false.

2. Select an article that is persuasive in nature (editorial from the newspaper). After reading the article to the students, have them list the information that is false.

3. Select a letter to the editor that present information that is opinionated. After reading the article to the students, have them list the information that is false.

ACTIVITY 6

"Listen" for nonverbal clues (the speaker's vocal emphasis, facial expressions, gestures, and other body language).

1. Show a video tape of a network news commentator's presentation. Students should then list the nonverbal clues he/she observes during the presentation.

2. Two students should role play a given situation (use an open-ended statement such as "On the way to school this morning..."). The rest of the class should then list the non-verbal clues he/she observes during the role-playing situation.

3. Students should observe a conversation between two people. Students should then list the non-verbal clues illustrated.

ACTIVITY 7

Determine the speaker's main theme. Good listeners grasp the speaker's core theme and relate everything in the presentation to that theme. Good listeners jot down only main ideas and key supporting points used to develop the main theme.

1. Read the students a selection from a textbook (a 5-minute timed writing from a typing book). The students should then write a one-sentence summary about the selection.

2. Read the students a news article (story from the sports page). The students should then write a one-sentence summary about the selection.

3. Tape a segment of a news magazine program (segment of 60 Minutes). The students should then write a one-sentence summary about the selection.

4. How well can you concentrate? In this activity you will have two students reading two different selections of printed material at the same time in front of the class. The listeners are to decide to which speaker they are going to listen and concentrate solely upon that speaker's message. The two reading students will begin at the same time, as timed by the instructor. After two or three minutes, the instructor will call time, the students will stop reading, and the class will summarize the message of the reader to whom they had listened.

   This exercise should be repeated with the students making a sincere effort to improve their concentration skills.

ACTIVITY 8

Listen for emotion-charged words as clues to the speaker's underlying feelings. Many words have connotative meanings that reveal a person's values. Good listeners guard against letting their own reactions to such words interfere with their concentration.

1. Compile a list of emotion-packed words (dumb farmer, trouble maker, etc.). As the teacher reads each word, students should define the word orally and the group should discuss the various meanings of the word.

2. Select an advertisement with descriptive emotion-packed words and read the selection to the students. The students should then write down the emotion-packed words used.

3. Video tape an advertisement. After showing the advertisement to the students, have them write down the emotion-packed words used in the advertisement.

3. Select an article from the newspaper, such as an editorial or letter to the editor, and read it to the students. The students should then list the descriptive emotion-packed words used.

ACTIVITY 9

Developing skills in speaking (this activity may also be used in the listening unit):

Working in groups of two, select a classmate and find out more about him/her by doing a five-minute interview. You may use the following questions as well as some of your own.

When everyone has completed the interviews, each interviewer will be responsible for introducing the interviewee to the class. As in each oral activity, use your very best speaking skills.

QUESTIONS

1. Where were you born?
2. How many are in your family?
3. What is your favorite subject?
4. What do you like to do when you can do anything you want?
5. What is your favorite time of the year?
6. What is your favorite color?
7. What do you want to do for your future career?
8. What exciting or important event has happened to you this past year?

POST TEST FOR THE LISTENING UNIT
(See page 171 for answers)

The teacher will prepare the students for the following listening exercise by informing them that they will be asked questions after the reading of the article. They should be instructed to listen carefully and be prepared to respond on paper.

LISTENING IS A 10-PART SKILL
(Excerpted by permission from NATION'S BUSINESS, July, 1957. Copyright 1957, U.S. Chamber of Commerce.)

Most persons talk at a speed of about 125 words a minute. There is good evidence that if thought were measured in words per minute, most of us could think easily at about four times that rate. It is difficult--almost painful--to try to slow down our thinking speed. Thus, we normally have about 400 words of thinking time to spare during every minute a person talks to us.

The good listener uses his thought speed to advantage; he constantly applies his spare thinking time to what is being said. It is not difficult once one has a definite pattern of thought to follow. To develop such a pattern we should:

Try to anticipate what a person is going to talk about--"What's he trying to say?"

Mentally summarize what the person has been saying--"What point has he made, if any?"

Weigh the speaker's evidence by mentally questioning it--ask yourself: "Are the facts accurate, or is the speaker telling me only what he wants me to hear?"

Listen between the lines--"Is the speaker's body language consistent with what he is actually saying?"

Through careful training, listening can be readily converted into our greatest asset (Nichols, Ralph G., 1957).

QUESTIONS

1. What is the main theme of the article?

2. What is the average speed at which most people talk?

3. If thought were measured in words per minute, how fast could most people think?

4. Considering the difference between the speed of talking and the speed of thinking, how many words of thinking time per minute does the average person have?

5. *List as many good listening characteristics as you can that would help an individual use his thought speed to advantage.

   *In order to allow for individual differences, the teacher may wish to reword this question to read "List two characteristics," or "List one characteristic", etc. The teacher might also expect the higher-ability student to explain each characteristic in more detail.

EVALUATION

It is not essential to evaluate every activity. However, to be meaningful, activities must be evaluated to the degree necessary to give value to the project.

The teacher may use a point system based on written or verbal responses. To provide for the various levels of ability, the teacher may expect more detailed answers from students with high ability.

The evaluation system should be explained by the teacher prior to beginning the listening unit.

ACTIVITIES FOR EXPANDING THE LISTENING UNIT

1. The student will become familiar with types of listening. Business English and Communication, pages 525-527.

2. The student will evaluate his/her own listening habits. Business English and Communication, Exercises A and B, pages 529-530.

3. The student will use both listening and oral skills. Business English and Communication, Exercises D, E, and F, pages 530-531.

   The above objective will be accomplished by integrating the oral speaking presentations throughout the semester.

4. The student will develop an awareness of sounds: Have the students close their eyes and listen for a number of seconds. Ask them to list every different sound they heard.

5. The student will use the technique of directing attention: Read aloud rapidly the names of different objects, including three or four different categories. Ask one group to remember only the toys, another group only the tools, etc.

6. The student will follow directions: Have the students listen to and repeat directions that might be given to a traveler attempting to reach a particular place.

7. The student will listen for instructions: As you read a list of words, have students listen for or count all words with certain initial consonants, long or short vowel sounds, blends, etc.

8. The student will retain information: Read telephone or ZIP code numbers aloud and ask students to write them.

9. The student will use context clues: Read aloud sentences in which certain words are omitted. Ask students to listen to the sentences and then provide words that seem suitable.

10. The student will sort information: Read sentences that contain one word that is poorly chosen. Ask students to spot the word and to substitute a better one.

11. The student will make comparisons: Have students listen to short paragraphs that compare people, places, or events. From memory, they would then attempt to recall likenesses and differences.

12. The student will recognize sequence: Have students listen to a story and then relate the events in the order of their occurrence.

13. The student will do a self-evaluation using a self check activity sheet similar to the one found in Communication Skills for Word Processing, Cheryl Luke, Ann Swafford, Harcourt Brace Jovanovich, 1986.

SUGGESTED LISTENING PROJECTS

1. Record short snatches of talks, conversations, or messages in which reasons for or against some simple course of action are given. The students write down the reasons given. Gradually work from the very simple "one pro, one con" recording to those involving several pros and cons, in sequence. Then work into brief recordings with the pros and cons interspersed.

2. Record a three-minute speech and have students listen for key words. Then have them list the key words they remember when the recording is finished. Compare their lists of key words.

REFERENCES TO EXPAND THE LISTENING UNIT

The most inclusive single reference that the writers have found to assist the teacher in expanding this unit is Listening, Instructional Manual for the Business Teacher to Improve Students' Listening Skills, a Research Project, Alpha Xi Chapter, Delta Pi Epsilon, 1977.

An example of one of the case studies included in this pamphlet is included for your examination.

To receive this pamphlet, write to:

Professor Blanche Ettinger
Alpha Xi Chapter, Delta Pi Epsilon
Bronx Community College
of The City University of New York
University Avenue and West 181 Street
Bronx, NY 10453

IDENTIFIABLE PROBLEM

Students allow distractions to interrupt their listening.

AREA

Any content area (knowledges or concepts)

EXERCISE 1

Teacher provides factual information about a subject (filing, banking) on a cassette about 20 minutes in length.

THE PROCEDURE

1. Teacher instructs the students to listen for information without taking notes.

2. Teacher arranges for visual and auditory distractions to take place while the students are listening to the cassette. Suggested distractions: A message is delivered which necessitates a student leaving the room; a repairman works on a typewriter; a student passes a note via other students to the intended person; a student or teacher adjusts the window shades; the teacher erases the chalkboard; the teacher has a conversation with a student; the teacher places material on the board; the teacher leaves and returns to the room; the teacher talks to the repairman.

3. Teacher questions the students about factual information from the tape.

4. Students evaluate their own listening abilities by determining whether the visual and/or auditory distractions interrupted the effectiveness of their listening.

5. Through discussion the students determine how to minimize having their listening activities interrupted by distractions.

6. A new lesson of factual information on a similar cassette is played while the students try to minimize the effect of similar distractions.

7. Students discuss how well they succeeded in their efforts to minimize the distractions during this lesson. Students who were successful should tell the others what they did. The group should reach the conclusion that overcoming distractions is necessary and that it can be done.

TEACHING SUGGESTIONS

Instruct students to take notes in outline form.

Repeat the lesson without the distractions for comparison.

Expose the students to distractions periodically so that they make a conscious effort to overcome this problem.

TECHNIQUES FOR IMPROVING LISTENING*

1. Recognize that active listening requires significant effort on the part of the listener.

2. Recognize that certain emotions such as anger, frustration, fear, and resentment make it extremely difficult to listen to a person. Try to stay relaxed. Do not become defensive.

3. Let the individual explain what he/she means in his/her own words. Do not assume anything.

4. Don't interrupt the speaker. You can't listen while you are talking. Be patient and give the speaker the opportunity to get his/her message across. Learn to be comfortable with silence or at least to tolerate it.

5. Be interested in what the speaker is saying and demonstrate your interest. It is not enough just to listen; you have to look like you are listening.

6. Use body language (attending behavior) to enhance listening. (Examples - face the individual, maintain eye contact, lean toward the person, maintain open posture, use appropriate gestures, use appropriate facial expressions.)

7. Do not distract the speaker or be distracted. Be aware of what you are doing with your hands. Playing with things is a key distractor.

8. Listen actively. Use the gap between speaking rate and listening rate to make mental summaries. (Rate of speaking ranges from 100 to 150 words per minute. Rate of listening ranges from 300 to 500 words per minute.)

9. Try to clarify in your own mind what is being said. Paraphrase what the individual is saying to demonstrate that you do understand.

10. Listen for hidden messages. Try to identify feelings. Jess Lair suggests that you should listen the same way you read a love letter. (Lair, I AIN'T MUCH BABY, BUT I'M ALL I GOT.)

11. Show the other person you understand the way he/she feels. Admit your own feelings. Example - I can understand why you are upset; I would be frustrated in that situation, too.

12. Put yourself in the place of the speaker. Probe for the necessary information, but do not make the speaker defensive. Be careful when you ask why. Who, what, when, where, and how will get information, but are not as likely to put the speaker on the defensive. Ask questions to improve your understanding.

13. Listen before you criticize and argue. You may end the communication before you get the message.

14. React to what is being said rather than react to the person.

15. Avoid judging. Jumping to conclusions closes your mind to important ideas.

16. Use repetition effectively to keep the discussion on track.

17. Recognize that power can be derived from effective listening. Use it to your advantage.

18. Try to put the speaker at ease.

19. Do not try to manipulate the speaker.

20. Avoid polarized thinking. (I'm right--you are wrong.)

---

*Source Unknown

CHECK YOUR LISTENING HABITS*

Here's a 60-second test that will give you an idea of whether you have any bad listening habits. Circle Y if you think the answer is Yes, N if it's No.

1. You think about four times faster than a person usually talks. Do you use this excess time to think about other things while you're keeping general track of the conversation? Y N

2. Do you listen primarily for facts, rather than ideas, when someone is speaking? Y N

3. Do you go out of your way to avoid hearing things you feel will be too difficult to understand? Y N

4. Can you tell from a person's appearance and delivery that he won't have anything worthwhile to say? Y N

5. When somebody's talking to you, do you try to make him think you're paying attention when you're not? Y N

6. Do certain words, phrases, or ideas prejudice you so that you cannot listen objectively? Y N

7. Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say? Y N

8. When you're listening to someone, are you easily distracted by outside sights and sounds? Y N

9. If you want to remember what someone is saying, do you think it is a good idea to write it down as he goes along? Y N

10. When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately--either in your own mind or by interrupting the speaker? Y N

If you answer "No" to all of the questions, you are a rare individual--the perfect listener. Every "Yes" means you are guilty of a bad listening habit--and may be passing up chances to learn something.

---

*Source Unknown

HOW TO LISTEN AND TALK TO OTHER PEOPLE*

The stakes are more happy people, better public relations, fewer misunderstandings when you:

1. Try to understand the words you hear the way they are intended to be understood.

2. Recognize the variety of tasks that certain words must perform. "Cat" means "lion" to a big-game hunter, "kitten" to a child, "weapon of punishment"for the user of whips. Find out what the other person means.

3. Reach for a clearer understanding of what is being said by looking at words, thoughts, objections from the other person's point of view.

4. Make it a habit to restate accurately in your own mind, or repeat if necessary in your own words, the ideas and feelings of the other person speaking.

5. Try to avoid misunderstanding by being specific, by spelling out what you mean in concrete terms. Stay away from words that are vague in meaning and subject to broad interpretation.

6. Look at the context of what the other person is saying--the background of the discussion; unexpressed but obvious thoughts and feelings. Search for the meaning of his or her words and what's behind them.

7. Remember how the other person says things because how he or she says them frequently tells more than what he or she says.

8. Occasionally talk just for the sake of talking--to keep communication channels open, maintain rapport, establish areas of agreement.

9. Consider the other person's actions--they often impart a meaning far beyond what his words spell out. The feeling in his voice, his facial expressions, the use he makes of his hands speak louder than words at times.

10. Strive to determine the factors on which the information you are receiving is based--experience, direct observation, somebody else's opinions.

11. Look for the assumptions in the other person's talk. Recognizing them will help you see the facts more clearly.

12. Watch for opinions. Although there's nothing wrong with other people having them, they sometimes complicate your listening.

13. Listen past the no's, the turndowns, the stalls--for their real meaning and the true feeling behind the words.

*Source Unknown

SUGGESTIONS FOR MORE EFFECTIVE LISTENING*

1. Prepare yourself to listen, both mentally and physically. "Set" your mind to listen. "Set" your body to listen--not to be distracted by extraneous noises. Sit comfortably erect. Seat yourself so that you can both hear and see the instructor. Do not sit alone, apart from the rest of the class. Do your best to blot out any private thoughts that are not related to what is being said. Expect to learn something and believe that it will be of value to you. Once your method of achieving "set" succeeds, try not to change your seat or the method by which you achieved "set" regularly.

2. Give the speaker your undivided attention--concentrate on what he says.

3. Determine as quickly as possible what pattern of development is being followed by the speaker.

4. Determine the speaker's Main Points.

5. Listen for the examples, analogies, quotations, opinions, etc., by which the speaker elaborates the main points.

6. Listen for restatements and summaries.

7. Review and arrange what the speaker is saying; summarize previous points the speaker has made in your own mind and try to predict the speaker's next point.

8. Relate what the speaker says to your own experiences or expectations.

9. Take notes.

10. Use a simple system of notetaking. A very simple form of outlining should be useful. The notes need to be intelligible only to YOU.

11. Make brief notes. Record only salient points and factual material.

12. Take notes (write) while the speaker makes transitions, when he repeats, when he summarizes, and while he pauses.

13. Use abbreviations and symbols. Create a shorthand system if you don't know standard shorthand or speedwriting systems. Cut the time of writing to a minimum.

14. Be sure that, despite their simplicity, brevity, and highly symbolic form, your notes are intelligible to you.

15. Mark important items for emphasis. You might underscore certain words or abbreviations or other symbols. You might enclose them in boxes. Any marking will suffice as long as little time or care is required to make it.

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*Speech Department, UNI

INTRODUCTION TO ORAL UNIT

The purpose of this one-week unit is to encourage and to develop the students' oral and listening skills by having them participate both as speakers and as members of the audience. Although the unit is designed to be used independently, it may, in part or in total, be integrated with the LISTENING UNIT. This will be up to the discretion of the individual teacher.

Since all units in the communications curriculum are compatible, it is suggested that the long oral presentation be interfused throughout the semester--one or two presentations a week. The writers believe this would serve to sustain the interest and motivation of the students.

It is recommended that the teacher obtain the text, Business English and Communication, Gregg/McGraw Hill, 6th Edition, and use Units 55, 56, and 57 as reference.

The criteria for testing and grading this unit is being left up to the individual teacher. Following the small-group presentation the students are asked to evaluate themselves for improvement. Depending upon the time available and the ability of the students, the teacher might not wish to grade each activity; however, it is suggested that at least one activity be evaluated to sustain student motivation.

A rating sheet and an objective test have been provided at the end of the unit for those who wish to use a more formal evaluation. (See pages 51-53)

If the teacher elects to expand this unit, an expansion section of references and activities has been provided for this purpose at the end of the unit. (See pages 54-62)

BEHAVIORAL OBJECTIVES FOR ORAL UNIT

The student will be able to:

1. demonstrate the ability to handle various types of face-to-face communication situations.

2. demonstrate the ability to handle telephone situations correctly and courteously.

ORAL UNIT

I. Speaking Techniques
   A. There are five essentials to good public speaking:
      1. Knowing what should be said
      2. Putting the material in proper order, using good judgment
      3. Using well-chosen words and carefully-phrased sentences
      4. Fixing the speech in mind
      5. Delivering the speech with dignity and grace
   B. Select a topic with which you are familiar and limit yourself to a specific area.
   C. Prepare for:
      1. Your audience.
      2. The location.
      3. The time of day.
      4. The occasion.

II. Organizing the Speech
   A. Major divisions
      1. Introduction--catch the attention of audience
      2. Body--main points and supporting facts
      3. Conclusion--summary of main points
   B. Gather material
      1. Stop--copying the material of others--be original
      2. Look--in several places for information
      3. Listen--to speakers around you
   C. Arrange material
   D. Practice
      1. Do not memorize--speak spontaneously.
      2. Rehearse in private.
      3. Practice with friends.
      4. Practice in front of a mirror.
      5. Use a tape recorder.

III. Creating a Good First Impression: Your first impression will be made as you approach your audience and make your opening remarks. An impression includes many factors:
   A. Attractive dress and good grooming
   B. Pleasant facial expressions
   C. Pleasant facial expressions
   D. Good manners
   E. Lack of distracting mannerisms
      (Speaking Tecniques, OEA Leadership Development Series), pp. 3-7

IV. Improving Speaking Skills
  A. Interacting with other students
    1. One-to-one
      a. Receptionist/office caller
      b. Sales clerk/customer
      c. Stranger/stranger
      d. Interviewer/interviewee
    2. Small group--presenter/audience
  B. Using the telephone
    1. Importance of a pleasing telephone personality: In each conversation, you are creating an impression of your company through another "door"--your telephone.
    2. Developing telephone personality
      a. Voice: Your voice is you. When you use the business telephone, you are the voice of the business.
      b. Speech: Speak directly into the mouthpiece; use a normal conversational tone; speak distinctly, clearly, and unhurriedly, and make your voice interesting.
      c. Vocabulary: Give clear explanations; avoid slang; use words that will be understood; use expressions of courtesy; and use the person's name in conversation.
      d. Courtesy: Politeness, kindness, consideration, and respect for others are the foundation upon which courtesy is built.
    3. Handling incoming calls
      a. Answer promptly.
      b. Identify yourself and your location.
      c. Listen.
      d. Be accurate.
      e. Be courteous.
    4. Characteristics of a good telephone message
      a. Have necessary materials at hand.
      b. Make notes as information is being given.
      c. Write legibly.
      d. Verify recorded information.
      e. Information should include: person called, person calling, telephone number, date, time, message, and person receiving call.
    5. Handling outgoing calls
      a. Organize
        (1.) Purpose.
        (2.) Information to be given.
        (3.) Type of call.
        (4.) When to call.
        (5.) Correct number, etc.
      b. Identify and state your purpose.
      c. Provide necessary information/ask tactfully for information.
      d. Be courteous.
      e. Listen.

ACTIVITIES FOR ORAL UNIT

ACTIVITY 1

SALES CLERK/CUSTOMER

Customer: I would like to return this sweater.

Clerk: Do you have the sales slip?

Customer: No

HAVE THE STUDENTS CONTINUE THE CONVERSATION

ACTIVITY 2

RECEPTIONIST/OFFICE CALLER

You are John Helpful, the receptionist employed at the ABC Communication Company.

A sales person, Jane Upstart, approaches your desk and asks to see your employer, Peter Proper.

John Helpful: Mr. Proper is unavailable.

Jane Upstart: I must see him!

HAVE THE STUDENTS CONTINUE THE CONVERSATION

ACTIVITY 3

STRANGER/STRANGER

Stranger #1: Excuse me, can you tell me how to get to the nearest post office?

Stranger #2: Yes, go one block north, turn left, and go two blocks west, and you will find the post office on the right-hand side of the street. It is a brown, brick building on the corner.

Stranger #1: Thank you.

Stranger #2: Do you understand?

Stranger #1: Perhaps you should repeat the directions.

HAVE THE STUDENTS CONTINUE THE CONVERSATION

ACTIVITY 4

INTERVIEWER/INTERVIEWEE

Interviewee: Good morning, Mr. Stern. I am Joe Hopeful.

Interviewer: Good morning, Joe. Please have a seat. Did you have any trouble finding our office?

Interviewee: No, your directions were excellent.

Interviewer: Tell me about yourself.

HAVE THE STUDENTS COMPLETE THE DIALOGUE

ACTIVITY 5

A. For a small group presentation have each student prepare a five-minute oral presentation and demonstration on how to use an office machine (typewriter, 10-key, computer, transcriber, etc.)

To add variety to the delivery, you may wish to have students select a topic from the following suggestions:

* chain feeding envelopes, labels, or file cards
* how to insert paper into a typewriter
* how to collate, fold and staple a booklet
* how to wrap a package for shipping
* how to type/prepare an offset master
* how to use a postage machine
* how to set a table
* how to answer the telephone properly
* how to handle, store, and protect floppy disks
* how to use word processing equipment
* how to properly use flowcharting symbols

(OEA Leadership Development Series)

B. After the students have given their talks, they should evaluate themselves using the following guidelines:

* Where was I inadequate? How can I improve?
* Did I hold my audience? Did I talk too long? Too fast?
* What were the good points?
* What were the comments of the listeners?
* What must be improved to do better next time?

ACTIVITY 6

Have a student discuss (oral presentation) how book value of an asset is determined:

Select a plant asset, determine its original cost, its useful life, its estimated disposal value, and from this information, determine its book value.

EXAMPLE: Truck was bought on January 1 at a cost of $18,000. The truck has a life of 6 years and an estimated disposal value of $3,000. Use the straight-line method of depreciation to determine the depreciation expense for each year and to determine the book value of the truck.

This problem can be related to computerized accounting--for each asset is recorded at the time of purchase and each year the depreciation is recorded through the computer.

ACTIVITY 7 (An oral presentation by two students)

Select a balance sheet for year one and prepare a second balance sheet for year two (changing the cash amount, a plant asset and the capital account); give the two balance sheets to the two students and have them analyze the two balance sheets and suggest why the changes may have occurred and what the result will be in the worth of the business. This can be a way for all students in the class to participate in the discussion.

ACTIVITY 8

Have a student present the accounting cycle and relate it to a textbook problem or relate the accounting cycle to computerized accounting; particularly demonstrating the ease of posting with the computer.

ACTIVITY 9

In a credit unit a student could discuss accounts receivable and the methods used to evaluate the collectibility of individual accounts receivable. Have one student explain the direct write-off method, the percentage of net sales method, or the aging of accounts receivable method (a different student could discuss each method) and the advantage of the computer to print out a schedule of all accounts receivable to determine which accounts will be collectible. Business depends upon the proper use of credit. This unit could involve all students in an oral discussion of the proper use of credit.

RATING SHEET

PREPARED VERBAL COMMUNICATION

NAME _____

Title or Topic _____

Instructions: Write the appropriate number of points in each category at the right.

	Poor	Fair	Good	Very Good	Excellent	Points
OPENING Introduction of topic	0-1	2	3	4	5	_____
VOICE Pitch, tempo, volume, enthusiasm	1-2	3-4	5-6	7-8	9-10	_____
PLATFORM DEPORTMENT Gestures, poise, eye contact, mannerisms, appearance	1-2	3-4	5-6	7-8	9-10	_____
ORGANIZATION Logical, clearly understood, suitable to topic, coherent	1-2	3-4	5-6	7-8	9-10	_____
CONTENT Development of subject matter, depth of research	1-4	5-8	9-12	13-16	17-20	_____
MECHANICS Diction, grammar, word pictures, pronunciation	1-2	3-4	5-6	7-8	9-10	_____
CLOSING Summary and conclusion	0-1	2	3	4	5	_____
EFFECTIVENESS Was purpose achieved--to impress, inform, persuade	1-4	5-8	9-12	13-16	17-20	_____

COMMENTS:

TOTAL _____

TELEPHONE UNIT

The telephone is a major component of the well-run business. The good telephone skills of an employee are an asset to the employer. These skills are used to check information, make sales, order supplies, etc.

Business teachers are in an excellent position to teach this oral communication skill to the students they serve.

For those interested in expanding the telephone unit to include directories and types of calls, we have included a Telephone Technique Study Guide. A software package for telecommunications has also been referenced.

The telephone role-playing situations accompanying this unit are from the "Thank You. Please Call Again." program provided by Northwestern Bell. This program can no longer be purchased; therefore, we have included these activities because they are an excellent means of providing students with the opportunity to use the telephone in business situations.

In order to use the program, the teacher is urged to obtain the business phone trainer from his/her Area Education Agency. Each AEA in the state should have access to such equipment.

As the role-playing situations indicate, students should be assigned roles to play and given an opportunity to prepare their part. Then, while the situation is being played, the other students in the class and the teacher evaluate those doing the role-playing. An evaluation checklist is also included with these activities. As always, emphasis should be placed on the use of proper telephone procedures.

DEVELOPING A "TELEPHONE PERSONALITY"

Your Voice Is You

When you use the business telephone, you are the voice of the business. In each conversation, you are creating an impression of your company through another "door"--your telephone.

Physical attributes which help to make good impressions, when meeting face-to-face, are absent in voice-to-voice meetings. What you say and how you say it determine the mental image formed by those you come in contact with by telephone.

What factors contribute to the success of business calls?

Choice of words:

Give clear explanations.

Avoid slang expressions.

Use words which strangers to the company will understand.

Use expressions of courtesy; e.g., "thank you," "please."

Use the person's name in the conversation to personalize the call.

Tone of voice:

Speak directly into the mouthpiece.

Use a normal conversational tone.

Speak distinctly and clearly.

Speak unhurriedly--not too fast or too slowly.

Make your voice interesting by varying the tone.

What qualities are present in a good "telephone personality"?

Pleasantness; friendliness; interest; sincerity; helpfulness; naturalness

What kind of words make for better understanding?

Short, simple words.

Descriptive words.

Words appropriate to the situation.

What kind of information should be given more deliberately?

Technical material.

Names and numbers.

Unusual or foreign words.

Information which is being dictated over the phone.

Courtesy

Telephone courtesy is simply an extension of the thoughtfulness which is practiced in everyday life. The basic elements of telephone courtesy are the same as those present in face-to-face contact, but they must be expressed by the voice alone. Politeness, kindness, consideration, and respect for others are the foundation upon which telephone courtesy is built.

How is courtesy expressed over the telephone?

Answering the call pleasantly and promptly.

Using proper identification.

Stating clearly the purpose of the call.

Making inquiries tactfully.

Offering assistance and volunteering information.

Using such phrases as "please" and "thank you."

Giving undivided attention to the conversation.

Giving the reason and asking permission when leaving the phone.

Getting the person's attention politely when returning to the line.

Avoiding unnecessarily long conversations.

Showing consideration for other employees who may share the line with you.

Concluding the call properly and replacing the receiver gently.

How can personal attention be conveyed by telephone?

By listening carefully.

By expressing real interest in the other person's point of view.

By letting the other person tell his/her story completely and with as little interruption as possible.

By asking appropriate questions that lead to better understanding of the situation.

Why is it poor practice to blame another person or department for a mistake?

It appears to the caller that the person is dodging criticism.

It shows lack of teamwork among employees.

It may cause the caller to lose confidence in the company.

What can be done to help a caller realize that a "no" answer is not merely an arbitrary refusal?

Give a full explanation of the reasons behind the policy.

Present the reasons simply and clearly to insure they are understood.

Express sincere concern for the caller's problem.

Avoid abrupt treatment that may be considered discourteous.

PLANNING AND PLACING BUSINESS CALLS

Planning Business Calls

What are some basic purposes for most business calls?

To give information or directions.

To obtain information or directions.

To persuade someone to do something, such as buying a product or service.

What points should be considered when planning business calls?

Purpose -- reason for making the call.

Whom to call -- according to specific instructions or through the use of good judgment.

Information to be given -- descriptions, directions, dates, etc.

Questions to be asked -- what procedures to follow, what arrangements may be made, etc.

Necessary materials -- pad and pencil, calendar, appointment schedule, files, notes on points to be covered.

Type of call -- local or long distance; appropriate type of service: station-to-station, person-to-person, etc.

When to call -- business hours, meal time, time zones.

Correct telephone number -- sources: list of frequently called numbers, referring to a personal directory which is kept up-to-date is a time-saving habit, telephone directories, information operator.

Placing Business Calls

What are some fundamental procedures to follow when using a telephone?

Hold the transmitter, or mouthpiece, so that you speak directly into it.

Replace the receiver quietly when the call is finished.

Wait a few seconds until the telephone equipment disconnects your last call before making another call.

How can you be certain of reaching the correct telephone number?

When in doubt, look up the number.

Record the number in an appropriate place for use while dialing and for future reference.

Listen for the dial tone before you begin to dial.

Using the index finger, dial each numeral carefully.

Move the dial all the way to the finger stop, then release it.

Let the dial return to its normal position without interrupting or forcing it. (The equipment registers the number while the dial is returning to its normal position.)

Avoid confusing the letter "I" with the numeral "one," and the letter "O" with the numeral "zero."

What should you do if a wrong number is reached?

Local Calls

Apologize for the error.

Hang up.

Verify the number.

Dial the call again.

Long Distance Calls

Apologize for the error.

Hang up.

Dial the operator immediately and say that you reached a wrong number. The operator will make sure that you are not charged for the call.

Verify the number.

Dial the call again.

What should you do when you expect someone to call you back?

Remain near your telephone and be ready to answer the call.

If this is not possible--leave word where you may be reached or when you return. (If the company has a switchboard operator, this person may be able to transfer the call to your location.)

Developing the Call

What should be done when the person at the called number answers?

If you reach a switchboard operator or someone other than the person you are calling, ask for the extension, person, or department required to transact the call.

Examples:

"Extension 5134, please."
"Mr. Johnson in your sales department, please."

When the person you are calling answers, identify yourself and your company.

Examples:

"My name is Fowler of the ABC Company."
"This is Ms. Miller of City Bank."

How can you aid in accomplishing the purpose of the call?

State the reason for the call.

Provide any necessary information.

Ask tactfully for information not volunteered.

Listen carefully.

Closing the Call

The success of a conversation is affected greatly by the impression made during the closing stage of the call.

Usually the caller concludes the conversation; however, the person receiving the call must cooperate also in effectively terminating the call.

What practices can help close the call effectively?

Verify information to assure complete understanding.

Tactfully direct the conversation to a close after the purpose has been accomplished.

Take time to inject a pleasant closing remark or to express appreciation.

Replace the telephone receiver carefully and quietly.

ANSWERING BUSINESS CALLS

Answering Promptly

Why do businesses attempt to answer telephone calls promptly?

It is an indication of an alert, efficient operation.

It is an expression of a desire to be of service.

It avoids wasting the caller's time.

It avoids disturbing others in the office.

Getting Identification

How should identification be given when answering a business telephone?

Make it clear to the caller what location he has reached.

Use appropriate identifying phrases.

Some factors which affect the choice of identification:

Whether there is a private switchboard (PBX) operator.

Whether it is your own extension, a department telephone, or person's telephone.

The established practice of the business.

The name may be given in various ways. When the business has already been identified, it is acceptable to answer with your last name. Some names, especially those with one syllable, seem more easily understood if they are stated with a title, with the full name, or with an accompanying remark.

Examples of answering phrases:

Thompson.
Reservations, Mr. Cole.
Dr. Black's office, Miss Giles.
Globe Instrument Company, Mr. Davis.
Mr. Franklin's office, Miss Grant.
Service Department, Johnson

Summoning Others to the Phone

How might you indicate that another person will be called to the telephone?

"If you will wait a moment, I will call Mr. Parker to the telephone."
"Yes, he is in. Just a moment and I will call him."
"Certainly, Mr. Sullivan, he's been expecting your call."

Asking Callers to Wait

What could be said if the called person is "busy" on another telephone?

"Mr. Keefe is talking on another telephone. May I help you?"
"I'm sorry, Mr. Hall is talking on another telephone. Do you wish to wait or may he call you?"

Why should the caller be given a choice of waiting or being called back?

He may be very busy and unable to wait.

He may prefer to wait if he is away from his office and unable to be reached by telephone.

What are some reasons for not keeping callers waiting for long periods?

It is courteous as it saves their time.

It releases the telephone for other incoming calls.

Time seems to pass slowly while waiting at the telephone.

Offering Assistance

What information should be given when the called person is not available?

Explain that the called person is not in and offer to help; e.g., "Mr. Moore will be out of town until Thursday. May I help you?"

Indicate approximately when he may return and offer to call back; e.g., "He is expected by two o'clock. May I ask him to call you?"

Offer to help by referring the call to another; e.g., "Mr. Moore is on vacation; his assistant, Mr. Allen, is here. Would you like to talk with him?"

Offer to take a message; e.g., "I'm sorry but she is out of town today. May I give her a message?"

Taking a Message

What habits should you develop when taking a message for someone else?

Have necessary materials at hand; e.g., pad, pencil, calendar.

Make notes as information is being given.

Write legibly.

Ask politely to have information repeated if you are not certain that it has been correctly understood.

Verify recorded information to assure accuracy; e.g., spelling, telephone numbers, dates, figures.

Interrupting and Re-establishing the Call

What should be done when a call must be interrupted?

Give the caller a clear indication of need to leave the telephone; e.g., "I have the information in the file. Will you excuse me while I get it?"

Express regret for interruption.

Suggest length of time required.

Offer choice of waiting or being called back; e.g., "It will take a minute or two. Would you like to wait, or shall I call you back?"

If the telephone is equipped with a HOLD button, it should be depressed during the interruption.

Return to explain unanticipated delay; e.g., "I'm sorry, Mr. Dunn, but it will take a little while longer to get that information. Would you like to continue to wait or may I call you back?"

What should be done when the conversation is re-established?

Attract the person's attention before resuming the conversation; e.g., "Mr. Trumbull?" or "Thank you for waiting."

Express regret for delay; e.g.,"Mr. Walker, I'm sorry to have kept you waiting."

Transferring a Call

In a business with a Private Branch Exchange (PBX), incoming calls may be transferred from one extension to another. Offering to transfer calls is an expression of your willingness to help the caller accomplish his/her purpose without inconvenience.

Why might it be necessary to transfer a call?

When the caller has reached the wrong extension.

When the caller's request can be handled more appropriately by another person.

When the caller wishes to speak to someone else about other matters.

What points should be considered when transferring a call?

Tell the caller you will transfer his/her call.

Be certain to transfer the call to the proper person.

Be sure of the correct extension. (A company directory or a list of frequently called numbers is an aid in locating numbers quickly.)

Tell the caller the name of the person and the extension number for future reference.

Signal the PBX operator by slowly depressing and releasing the plunger. A rhythm of 1-2 (pause), 1-2 (pause) is satisfactory. Signal twice, then wait for the operator to answer.

Ask the operator to transfer the call to the desired extension.

Wait for the operator to acknowledge your request, then hang up quietly.

Handling a Complaint

From time to time businesses receive calls from customers who have complaints about a product or service. Some callers are understanding while others are unreasonable. When talking with a customer who has a complaint, try to handle the call so that you retain or regain his good will.

How should a call from a complaining customer be handled?

Listen attentively.

Determine the key points of the complaint.

Express regret as appropriate.

Use a sincere and sympathetic tone.

Avoid blaming someone else in the company for the customer's problem.

Do not interrupt.

Explain the action to be taken. (Do not make a commitment unless you are certain that it agrees with company policy. Instead, tell the caller you will check and call him/her.)

Try to draw the conversation to a close on a pleasant note.

Safeguarding Office Information

Certain information should not be given indiscriminately over the telephone. What would be a telephone caller's reaction if his/her inquiry were answered with:

"Well, Mr. Morris is still at lunch." (mid-afternoon)
"I'm sorry, Mr. Thomas is at the barber shop."
"Oh, he's out playing golf."

What are some factors that would determine the type and extent of information you would give over the telephone?

You may have access to information that is confidential in nature and should not be revealed to other than certain individuals. (examples: production costs, profits, salaries of employees, etc.)

A careless answer may have a negative effect on the good will which the caller has for the business.

The caller may not be in a position to understand situations such as:

Your employer may have opportunities to accomplish business purposes outside the office. (For example, important business is often accomplished through conversations during an extended lunch hour or a game of golf.)

Your employer may find it necessary to take care of personal business during the regular workday. (The responsibilities of management often place added demands upon the time of executives without compensation for overtime.)

Taking Dictation by Telephone

Taking dictation by telephone is different from taking dictation in the usual way. The stenographer hears only the voice and unless he/she is using special equipment (headset, speakerphone, etc.), he/she has only one hand free to use. The dictator is unable to observe if he/she is being understood and if he/she is dictating at an appropriate rate of speed.

What practices should be observed when taking dictation by telephone?

Have dictation notebook and pen or pencil readily accessible.

Write well-proportioned characters.

Record instructions. (Do not rely on memory).

Verify numbers and names.

Be certain that instructions and content of the material are understood before terminating the call.

What techniques should be used by the stenographer in the following situations?

If the person dictates too rapidly:

Repeat the last word or phrase.

Use an expression such as "I'm sorry. I didn't understand that," to suggest to the person that he/she speak more slowly or ask him/her tactfully to slow down.

If the person dictates so slowly that the stenographer is unable to grasp the thoughts expressed:

Use such phrases as "Yes," "All right," or "I have that."

If a word or phrase is not understood:

Repeat the word or expression, using a questioning tone.

Request that the word be spelled by using an expression such as, "How is that spelled, please?"

These techniques give the person dictating the opportunity to correct the stenographer if he/she has misunderstood, or to speak more distinctly if necessary.

Screening Calls

The secretary is often called on to screen incoming calls for the employer. This is the process of mentally classifying calls and deciding quickly which ones should be handled by the employer and which ones the secretary should be able to complete satisfactorily.

The current trend is for the business executive to answer his/her own telephone whenever he/she is in the office. However, some employers have the secretary answer the telephone so that they will be relieved of calls which do not require their personal attention. Practices vary, and each employer determines the policy to be followed regarding screening.

Skills in the art of screening can be gained through business experience. To be successful, the secretary must use good judgment, tact, and courtesy.

What practices should be followed when screening calls?

Be friendly and sincere.

Reflect a ready-to-serve attitude.

Ask questions skillfully.

Give effective explanations.

How might a secretary obtain the name of the caller?

The secretary might say:

"May I tell Mr. Baker who is calling, please?"
"I am sorry. Mrs. Wallace is not available just now. May I tell her who called?"

What might a secretary say if, after screening the call, he/she decides that the employer would want to speak with the caller?

The secretary might say:

"Just a moment, Mr. Brown. Let me see if I can get him for you."
"I know he has been expecting to hear from you. Just a moment, please."
"I will let him know you are waiting."

What might a secretary say if, after screening a call, he/she decides the employer would not want to speak with the caller?

The secretary might say:

"I am sorry. Mr. Lyons is not available. Perhaps I can be of help."
"When Mr. Lyons returns, I will tell him that you called."

Teledrama: Introduction by Phone

Ninety percent of all business transactions involve some use of the telephone. You can use the telephone as you deal with businesspeople and the public, as you make sales and arrange for your goods or services to be delivered promptly.

When you begin working in an office, you may have some questions about what are the "right" ways to use the telephone. How should I introduce myself? Which calls can I handle myself? Which calls should I refer to my boss or someone else?

Using the telephone trainer in your classroom, you can find the ways that work best for you. As you observe each Teledrama situation, imagine how you would act in each part.

After each situation has been acted out, discuss how it was handled. Try to think of other ways of handling the situation. The more times you use the Business Phone Trainer, the more confidence you will have in your own ability to use the phone easily.

SITUATION ONE:
APPLYING FOR A JOB

1. **Applicant** (Use Phone IV, line 2) You have just graduated from high school and are calling the personnel department of WNTZ-TV. You would like to work with the camera crew of the local station and get on-the-job training. During high school, you started a film society. Last summer, you worked with a film crew making documentaries. Write a brief resume that you can refer to while you make your important call. Phone the personnel director of WNTZ-TV at 555-4302.

(SITUATION ONE)

2. **Assistant personnel director** at WNTZ-TV (Use Phone II, line 2) When the applicant calls, you answer the phone. Your company is looking for a camera operator to work with the news team, and you will train the right person. The personnel director has asked that you screen prospective applicants, and would like to speak to those applicants who seem qualified. When you receive the call from this applicant, find out about his or her background. Then inform the personnel director, over the intercom, about the call.

(SITUATION ONE)

3. **Personnel director** at WNTZ-TV (Use Phone I, intercom & line 2) Pick up the applicant's call and get to know the applicant as well as you can; provide some information about the job; arrange a time for the interview and end the call. Then call your assistant on the intercom. Ask your assistant to mark the interview date and time and the applicant's name on your appointment calendar.

SITUATION TWO:
REFERRING CALLS

1. **Secretary** (Use Phone II) You are secretary to the elementary school principal. It is your first day on the job, and already you have some decisions to make. First, the principal calls on the intercom asking not to be disturbed. Then a friend calls just to chat. While you are still talking to the friend, the president of the P.T.A. calls the office. It's up to you to handle this situation as best you can.

(SITUATION TWO)

2. **Principal** (Use Phone I) On the intercom, tell the secretary you are not to be disturbed for any reason whatsoever. You are in the middle of preparing a speech for an 8 p.m. meeting of the P.T.A.

(SITUATION TWO)

3. **The friend** (Use Phone III) Call your friend at the elementary school (555-4302), and discuss a Telephone Trainer course you've been taking recently.

(SITUATION TWO)

4. **President** of the P.T.A. (Use Phone IV) Call 555-4301. You would like to change the P.T.A. meeting to 7 p.m. and would like to know whether the principal can deliver the speech at that time.

SITUATION THREE:
AIDING THE CALLER

1. **Receptionist** (Use Phone II) You are the receptionist in the office of a dentist, Dr. Jaeger. Two patients call and insist on speaking to Dr. Jaeger. The doctor is with another patient and would rather not be disturbed, though both callers need assistance. Decide whether to transfer the calls, or help the callers yourself.

Teledrama: Introduction by Phone

(SITUATION THREE)

2. **Patient I** (Use Phone III) You are Dr. Jaeger's oldest patient. Your dentures have been giving you a lot of trouble, but you want to save yourself a trip to the office, if you can. Call 555-4301 and try to convince the receptionist to let you speak to Dr. Jaeger.

(SITUATION THREE)

3. **Patient II** (Use Phone IV) You have just been admitted to the emergency ward of the hospital with chipped front teeth. Though there is a dentist at the hospital, you would like to have the personal attention of Dr. Jaeger. Call 555-4302.

(SITUATION THREE)

4. **Dr. Jaeger** (Use Phone I) You prefer not to be interrupted with phone calls if you can help it. However, if the receptionist signals, answer the phone, find out who is calling and why. You can give instructions to the receptionist or handle the call yourself.

SITUATION FOUR:
MAKING A SALE

1. **Seller** (Use Phone I). As a summer job, you are selling subscriptions to two new magazines.

Trellis—A monthly for home decorators, with emphasis on young couples. Many color illustrations. Regularly: $8.50. Special offer: $6.95 per year.

Perplex—A mystery magazine with ten exciting stories every month, all written by famous authors. $8.00 for one year, $14.00 for two years, $19.00 for three years.

Call 555-6832 and 555-6831 and try to sell these magazines.

(SITUATION FOUR)

2. **Customer A** (Use Phone IV) You have just been married and are beginning to furnish your apartment. You have already subscribed to nine different magazines of various kinds. When the salesperson calls, decide whether you will buy one, both or neither of the magazines which are being offered.

(SITUATION FOUR)

3. **Customer B** (Use Phone III) You are a great fan of mystery stories, but you usually go for anthologies rather than magazines because the quality is better. When the salesperson calls, decide whether you are interested, and which subscription you would prefer.

SITUATION FIVE:
Making Business Arrangements

During the following transaction, it is necessary to dial a number of long distance station-to-station calls. Before students make these calls, turn the switch on the control unit to the 10-digit position. In the assignment below, the area codes have been provided.

SITUATION FIVE:
MAKING BUSINESS ARRANGEMENTS

1. **Public relations director** for Turtle Back Books in Philadelphia (Use Phone I) You are making arrangements for the National Book Convention in Miami, which begins the 15th of next month. Because you must make the arrangements quickly, you can ask your secretary to help you in making the necessary calls. Buzz your secretary on the intercom, and have your secretary call the Dolphin Hotel (305—555-6831) to make reservations for five people. Then call your distributor (413-555-6832) in Springfield, Massachusetts and order six copies of each of your books to be sent to the Dolphin.

(SITUATION FIVE)

2. **Secretary** to the PR director (Use Phone II) Call the Dolphin Hotel in Miami, using the correct area code. Make the necessary arrangements for accommodations.

(SITUATION FIVE)

3. **Receptionist** at the Miami Dolphin Hotel (Use Phone III) Inform the secretary what rooms are available and at what prices. Have ready the following information: deposit required to hold a reservation; check-in time; arrangements for transportation to and from the convention center; address and location of the Miami Dolphin Hotel.

(SITUATION FIVE)

4. **Distributor** for Turtle Back Books (Use Phone IV) Find out where the books are to be sent, and by what date.

Teledrama: Message, Please

Using the Business Phone Trainer, you can try out some situations where it is important to take notes. Before you take part in this Teledrama, you might want to list the things that should be included in a telephone message. In the situations in this Teledrama, you may have to plan each call to make sure you leave all the important information when you are calling.

When you take a message, you are doing a courtesy for two people—the caller, and the person who will receive the message. You can help them both by taking accurate notes and double-checking your information. If you have difficulty understanding a name, you should not hesitate to have the name spelled out for you. And you will want to repeat other parts of the message to make sure you have understood correctly.

SITUATION ONE

(Use Phone I) You are **director** of a film called "The Reign of Terror," which is being produced by Ringling Motion Pictures. The film includes a battle scene, and the cast of 4000 must be in costume by 4 o'clock this afternoon. From Phone I, call the president of Camera Costumes by dialing 555-6831, and order costumes for everyone in the cast.

(SITUATION ONE)

(Use Phone III) You are an **employee** at Camera Costumes. The president is not in the office at the moment. When the film director calls, take the message for the president of your company.

SITUATION TWO

(Use Phone I) Your name is **Shaoul Khosrowshahi**, and you are a foreign ambassador. You would like to meet with the president of the Ruddy Oil Company; call 555-6831 to arrange a meeting. If the president is not in, ask to have your call returned. You receive calls between 2 and 4 in the afternoon or 10 and 11 in the morning.

(SITUATION TWO)

(Use Phone III) You are an **employee** of the Ruddy Oil Company, and your president is in Toronto for the day.

MEMO OF CALL

To M _____

M _____

AREA CODE _____ EXT. _____ TEL. NO. _____

☐ Telephoned ☐ Will call you later
☐ Please call ☐ Called to see you
☐ In response to your call ☐ Wishes to see you

Message _____

Rec'd by: _____ Date: _____ Time: _____

MEMO OF CALL

To M _____

M _____

AREA CODE _____ EXT. _____ TEL. NO. _____

☐ Telephoned ☐ Will call you later
☐ Please call ☐ Called to see you
☐ In response to your call ☐ Wishes to see you

Message _____

Rec'd by: _____ Date: _____ Time: _____

Teledrama: Message, Please

SITUATION THREE

(Use Phone III) You are a **library assistant** at your school, and you have been asked by the librarian to order three books from the Pearl Publishing Company. Call the Order Department at Pearl by dialing 555-4301, and ask that the following books be sent to your school:

Skin Diving for Science, by Loren H. Gaulocher. Price: $2.95
Reefs, Sponges, Corals, by Hayley DuPont. Price: $9.00
Oyster Gatherers of the Indies, by Pryor Auten. Price: $3.45

Ask Pearl to notify your librarian as soon as the order is sent out.

(SITUATION THREE)

(Use Phone I) You are a **clerk** in the Order Department at Pearl Publishing Company. It is your responsibility to see that orders are taken correctly. However, the credit department notifies the customers when the orders are sent out.

SITUATION FOUR

(Use Phone II) You are a **student** at your high school. A member of the student body, Desmond Gahagan, has just won the Wunderbarr Honor Award, and you have been asked to report the news to your local paper. Call the newspaper editor at 555-6832 and leave the necessary information. You should also inform the editor that the honor student can be reached at home after school. The home number is 555-9020.

(SITUATION FOUR)

(Use Phone IV) You are the **assistant** to the editor of the local newspaper. The editor cannot talk on the phone at the moment, and you have been asked to report any information on local stories.

SITUATION FIVE

(Use Phone I) You are the **marketing director** of Freezer Fruits. Call Pelzer Premium Company at 555-6831, and ask to speak to a representative. If the representative is not there, inform the secretary where you can be reached during the day. You plan to be in Philadelphia this morning, and in Atlanta in the afternoon. The numbers to call are (215) 555-8554 and (404) 555-2111.

(SITUATION FIVE)

(Use Phone III) You are a **secretary** at Pelzer Premium Company, and none of the representatives are in the office at the moment. The representatives will call back as soon as they return to the office.

SITUATION SIX

(Use Phone IV) You are a **realtor** for Bell's Realty, and have acquired a new office on the other side of town. Call Freddy the Mover at 555-4302 to make arrangements to have your furniture moved. If Freddy is not there, leave some information about the prospective move, and tell the assistant when you will call again.

(SITUATION SIX)

(Use Phone II) You are the **assistant** to Freddy the Mover. Your employer is not in the office, but will be there between 4:15 and 5:00 in the afternoon. Before going out, he asked you to **take messages** and note information about **prospective** customers who call.

Teledrama: How You Say It

How you say something can be just as important as *what* you say. In business, it is important to be a good representative of your company when you are talking on the telephone. The outcome of a business transaction may be affected by how you talk when you answer the phone or make a call. In this **Teledrama**, you will want to be as businesslike as possible when using the six-button telephones in your classroom.

In each of the situations or assignments, think about how you would approach each call. You will have to fill in some details of each transaction yourself. When you act out the **Teledrama**, use the telephone which is indicated for each assignment.

During the **Teledrama**, you will have to make some station-to-station long distance phone calls. For each long distance call, the *area code* is indicated in the assignment, and you can direct dial the long distance call just as you would a local call.

SITUATION ONE:
THE PERSISTENT CALLER

Petro Loom, in Sioux City, Iowa, has just developed a new kind of denim that never wears out, and would like to sell this product to Fabric Action, the largest fabric store in New York. The seller for Petro Loom has called Fabric Action three times this week. Each time, the head buyer has been busy. The secretary at Fabric Action always takes a message, but the calls of the seller have not been returned.

(Situation One)

1. **Seller** for Petro Loom (Use Phone IV): Call Fabric Action in New York City at (212) 555-4302. Use a sales strategy to get past the secretary to the head buyer. This call is important, since a sale to this store could bring in thousands of dollars for your company.

(Situation One)

2. **Secretary** (Use Phone II): You get dozens of these sales calls every day, and the buyer never has time to answer all of them. However, you know the buyer is always interested in spotting new lines that might be profitable.

(Situation One)

3. **Buyer** (Use Phone I): Someone mentioned Petro Loom to you yesterday, and suggested that you look over that company's products. But you don't like salespeople who are too pushy.

SITUATION TWO:
CORRECTING AN ORDER

The manager of the Wimpole Restaurant has ordered three thousand menus to be printed and delivered within two days. Since the menus were ordered, however, the prices of steaks and chops have soared. Now, the manager wants to change the prices on the menus, though the menus have already gone to press. The manager calls the printer and decides whether to cancel the order, reprint the menus or set up a new schedule.

(Situation Two)

1. **Manager** of the Wimpole Restaurant (Use Phone I): You are in a rush for these menus, but your printing budget is very limited. You would like to use this printer in the future, because the quality of work is excellent. Call the printer at 555-6831 and make satisfactory arrangements.

(Situation Two)

2. **Printer** (Use Phone III): The menu has been changed several times before. You want to stay on good terms with the restaurant, but these frequent changes have been upsetting your business. If you reprint the menus, the order will cost more, and will take you another week to deliver.

SITUATION THREE:
CALLING AN OVERDUE ACCOUNT

The credit manager at Precision Tool Company, in Pittsburgh, Pennsylvania, is calling up those accounts which are more than two months overdue. One of these accounts is Wood Makers, Inc., in Concord, New Hampshire. The comptroller at Wood Makers claims that some of the tools didn't work, and the order has never been properly filled. The manager checks with the shipping department to find out whether the comptroller's information is correct.

(Situation Three)

1. **Credit manager** of the Precision Tool Co. (Use Phone I): Call Wood Makers, Inc. in Concord, New Hampshire, at (603) 555-6831. As a general policy, you tell customers that no further orders will be shipped until their overdue bills have been paid. You do not want to lose a good customer like Wood Makers, but you do want to ensure that future payment will be prompt. To check your own records, you can call your shipping clerk on the Intercom.

Teledrama: How You Say It

(Situation Three)

2. **Comptroller at Wood Makers, Inc.** (Use Phone III): Your records show that you received a number of power tools which did not operate properly. These were returned to Precision Tool Company with a request for exchange. The replacement tools have not yet been received, and you do not intend to pay your bill until they are. However, you do not want to lose your good credit rating with Precision.

(Situation Three)

3. **Shipping clerk** at Precision Tool Co. (Use Phone II): You have the original invoice and the request for exchange, but you have set them both aside. You have been awaiting authorization from the credit department before sending out the replacement tools.

SITUATION FOUR:

HANDLING A PUBLIC RELATIONS PROBLEM

The Powers' house is located one block away from the Hubble Rubber Company. In the past week, a dense smoke has been coming from the plant, and soot has been falling in the neighborhood. The Powers call the company to find out exactly what the company plans to do about the problem.

(Situation Four)

1. **Mr. & Mrs. Powers** (Use Phones III & IV): You will form a citizens' action group, picket the plant, call in the Environmental Protection Agency or sue the company if you don't get a satisfactory response from the vice president. One person should call, and the other can pick up the phone when the call goes through. Using Phone IV, call 555-4302.

(Situation Four)

2. **Secretary** to the vice president, public relations (Use Phone II): You have fielded numerous calls from irate citizens in the neighborhood. In fact, you have written up a "formal statement" that answers most of their questions, and you are doing your best to protect the vice president from such calls.

(Situation Four)

3. **Vice president,** public relations at Hubble Rubber Co. (Use Phone I): You, too, live a block from the plant and have been suffering the effects of the smoke. However, you know the company is planning to install pollution control devices within the next month. Until they are installed, you will have to contend with irate citizens.

SITUATION FIVE:

ESTABLISHING A BUSINESS CONTACT

The Aria Record Company in Nashville, Tennessee, specializes in Country and Western music. The company would like to get more of its performers on stage to publicize its label. The president of Aria has just heard of the Hoedown Concert Tours, Inc. in Memphis, which sponsors national and international tours for Country and Western singers. The president of Aria calls the manager of Hoedown to discuss the possibility of arranging some tours.

(Situation Five)

1. **President** of the Aria Record Company (Use Phone II): While you are anxious to promote your company, you want to retain exclusive rights to all recordings. You will expect performers to be well-paid and you would like to get a commission for your own company from these tours. Call Hoedown in Memphis, Tennessee, at (901) 555-6831.

(Situation Five)

2. **Manager** of Hoedown Concert Tours, Inc. (Use Phone III): Your company makes the booking, publicity and travel arrangements for the performer. You do this on a commission basis. However, you reserve the right to record live performances. You are interested in the Aria performers, but you would rather not pay a commission to the Aria Record Company.

GRADING SCALE FOR TELEPHONE CONVERSATION

RATE EACH STUDENT ON A SCALE OF 1 to 5 (1 being the very best) ON EACH OF THE FOLLOWING TECHNIQUES OF HIS/HER CONVERSATION.

PLACING THE CALL:	1	2	3	4	5
1. Planning the call					
2. Asking for the right person or extension.					
3. Giving proper identification (company and self).					
4. Stating reason for calling.					
5. Closing the call properly using the verifying technique.					
STUDENT'S NAME_____					
ANSWERING THE CALL:					
1. Answering promptly.					
2. Pencil/pen in hand to take message.					
3. Identification of company, self, department--depending upon the location.					
4. Being of service to the caller--taking a message, forwarding a call, getting information,etc.					
5. Allowing caller to hang up first.					
STUDENT'S NAME_____					

NAME_____

ORAL UNIT TEST
(Teacher: Answers located on page 171)

True-False

_____1. The tone of your voice and the choice of your words are two factors that contribute to the success of business calls.

_____2. It is appropriate to show off your extensive vocabulary over the phone.

_____3. Wrong numbers result so often from not having the correct telephone number in front of you when you begin to dial.

_____4. When you place or receive a call for your company, you, in effect, are the company.

_____5. If you are a good speaker, you do not have to be concerned about your overall appearance and grooming.

_____6. It is poor practice to blame another person or department for a mistake.

_____7. It is important to use a person's name in the telephone conversation.

_____8. When a phone is ringing, it is a good idea to let it ring several times before you answer it.

_____9. An important speaking technique is "knowing what should be said."

_____10. Preparing for a speech includes "knowing your audience."

COMPLETION

1. Your office telephone is ringing. What are the first two important acts of courtesy you must perform?

   1.

   2.

2. When delivering an oral presentation, that first good impression includes what five factors?

   1.

   2.

   3.

   4.

   5.

3. What are the three major divisions of any speech?

   1.

   2.

   3.

4. When you are gathering information for a speech, what are three things that you should consider?

   1.

   2.

   3.

5. List six items of information that should be included on a telephone message form.

   1. 4.

   2. 5.

   3. 6.

6. Explain how you would handle the following situations:

   a. Your employer asks you to call the county tax office for some information. How would you begin the telephone conversation?

   b. The telephone is ringing and you are on another line with a client. What would you say to the client?

   c. Your employer is working in his/her office and has asked you not to disturb him/her. A person-to-person telephone call comes in for your employer. What would you do?

   d. One of your friends calls to chat for a few minutes and another phone starts ringing. What would you say to your friend?

   e. You are working alone in the office when the telephone rings. It is the operator with a collect call. What would you do?

7. A customer calls your office, and after screening the call, you realize that the caller will need to talk to the Accounting Department. The first thing you should do is:

   a. Tell the caller to call 762-9189 since that is the number for the Accounting Department.
   b. Tell the caller that the Accounting Department would be able to answer the question. Then, ask the caller if you may transfer the call to that extension number.
   c. Put the caller on hold while you go over the instructions about transferring the call.
   d. Tell the caller you are transferring the call to the Accounting Department. Then, provide the caller with the Accounting Department's number in case you are disconnected during the process of transferring the call.

8. Another person's telephone rings and you answer. The caller does not identify himself/herself. The best way to ask for the identification of the caller is to say:

   a. "Who's calling?"
   b. "What's your name?"
   c. "Would you like to leave your name and telephone number?"
   d. "May I tell him/her who called, please?"

9. When your employer is out of the office and someone telephones for him/her, which one of the following answers would be best to explain his/her whereabouts to the caller?

   a. "She/He is on a coffee break. May I take a message?"
   b. "He/She is somewhere in the building. May I take a message?"
   c. "I really do not know where he/she is. I think he/she may be playing golf. May I take a message?"
   d. "He/She is away from the office now. May I take a message?"

10. After placing a telephone caller on hold, you must go back on the line to tell the caller that your employer is busy but will return the call later in the day. The best response is:

    a. "He/She is busy and cannot talk to you now. Would you please call back later?"
    b. "He/She is busy at the moment. May I have your name and telephone number? He/She will return your call later today."
    c. "He/She is busy. He/She will call you back. What's your name and number?"
    d. "He/She is busy right now. Give your name and number and I'll tell him/her to call you right back."

ACTIVITIES TO EXPAND ORAL UNIT

1. Telephone activity: Business English and Communication, Sixth Edition, South-Western, Exercise D, page 548.

2. The student will become familiar with the proper procedure for conducting a business meeting: Business English and Communication, Sixth Edition, South-Western, pages 563-568.

3. Students should use visual aids to give an oral presentation about a business-related article. Students should select the article from a magazine or newspaper, rewrite the article in their own words, and prepare visual aids to support the key points in their presentation.

4. The student will gain an appreciation for the skill of dictation as it relates to transcription: Business English and Communication, Sixth Edition, South-Western, pages 386-388.

5. Some general topics that could be used for a 3-5 minute talk are:

   * parliamentary procedure
   * safety (home, office, highway)
   * drug and/or alcohol abuse
   * qualities of an effective leader
   * the meaning of friendship
   * opportunities for careers in business and the office
   * career ladder in word processing
   * the value of home computers
   * time management
   * money management
   * stress
   * the value of owning pets
   * leisure time activities
   * travel

   (Speaking Techniques, OEA Leadership Development Series)

NAME_____

COOPERATIVE OCCUPATIONAL EDUCATION: TELEPHONE TECHNIQUE STUDY GUIDE

From: Teletraining for Business Studies
Unit 2. Basic Telephone Information

I. DEVELOPING A TELEPHONE PERSONALITY

A. Your voice

When you use the business telephone, you are the voice of the business. In EACH CONVERSATION, YOU ARE CREATING AN IMPRESSION OF YOUR COMPANY THROUGH another "door"--YOUR TELEPHONE.

Physical attributes which help to make good impressions, when meeting face to face, are absent in voice-to-voice meetings. What you say and how you say it determine the mental image formed by those you come in contact with by telephone.

1. How are face-to-face and voice-to-voice conversations different?

2. What factors contribute to the success of business calls?

Choice of words: Tone of voice:

3. What qualities are present in a good "telephone personality"?

4. What kind of words make for better understanding?

5. What kind of information should be given more deliberately?

B. Courtesy

TELEPHONE COURTESY IS SIMPLY AN EXTENSION OF THE THOUGHTFULNESS WHICH IS PRACTICED IN EVERYDAY LIFE. The basic elements of telephone courtesy are the same as those present in face-to-face contact, but they must be expressed by the voice alone. Politeness, kindness, consideration, and respect for others are the foundation upon which telephone courtesy is built.

1. How is courtesy expressed over the telephone?

2. How can personal attention be conveyed by telephone?

3. Why is it poor practice to blame another person or department for a mistake?

4. What can be done to help a caller realize that a "no" answer is not merely an arbitrary refusal?

II. PLANNING AND PLACING BUSINESS CALLS

A. Planning Business Calls

1. What are some basic purposes for most business calls?

2. What points should be considered when planning business calls?

B. Placing Business Calls

1. What are some fundamental procedures to follow when using a telephone?

2. How can you be certain of reaching the correct telephone number?

3. What should you do if a wrong number is reached?

4. What should you do when you expect someone to call you back?

C. Developing the Call

1. What should be done when the person at the called number answers?

2. How can you aid in accomplishing the purpose of the call?

D. Closing the Call

The success of a conversation is affected greatly by the impression made during the closing stage of the call.

Usually the caller concludes the conversation; however, the person receiving the call must cooperate also in effectively terminating the call.

1. What practices can help close the call effectively?

III. ANSWERING BUSINESS CALLS

A. Answering Promptly

1. Why do businesses attempt to answer telephone calls promptly?

B. Giving Identification

1. How should identification be given when answering a business telephone?

C. Summoning Others to the Phone

1. How might you indicate that another person will be called to the telephone?

D. Asking Callers to Wait

1. What could be said if the called person is "busy" on another telephone?

2. Why should the caller be given a choice of waiting or being called back?

3. What are some reasons for not keeping callers waiting for long periods?

E. Offering Assistance

1. What information should be given when the called person is not available?

F. Taking a Message

1. What habits should you develop when taking a message for someone else?

2. When recording a message, what information should be included? (6 W's)

G. Interrupting and Re-establishing the Call

1. What should be done when a call must be interrupted?

2. What should be done when the conversation is re-established?

H. Transferring a Call

In a business with a Private Branch Exchange (PBX), incoming calls may be transferred from one extension to another. Offering to transfer calls is an expression of your willingness to help the caller accomplish his purpose without inconvenience.

1. Why might it be necessary to transfer a call?

2. What points should be considered when transferring a call?

I. Handling a Complaint

From time to time businesses receive calls from customers who have complaints about a product or service. Some callers are understanding while others are unreasonable. When talking with a customer who has a complaint, try to handle the call so that you retain or regain his good will.

1. How should a call from a complaining customer be handled?

J. Safeguarding Office Information

1. What are some factors that would determine the type and extent of information you would give over the telephone?

K. Taking Dictation by Telephone

Taking dictation by telephone is different from taking dictation in the usual way. The stenographer hears only the voice and unless she is using special equipment (headset, speakerphone, etc.), she has only one hand free to use. The dictator is unable to observe if he is being understood and if he is dictating at an appropriate rate of speed.

1. What practices should be observed when taking dictation by telephone?

2. What techniques should be used by the stenographer in the following situations?

   a. If the person dictates too rapidly--

   b. If the person dictates so slowly that the stenographer is unable to grasp the thoughts expressed--

   c. If a word or phrase is not understood--

L. Screening Calls

The secretary is often called on to screen incoming calls for her employer. This is the process of mentally classifying calls and deciding quickly which ones should be handled by her employer and which ones she is able to complete satisfactorily.

The current trend is for the business executive to answer his own telephone when he is in the office. However, some employers have the secretary answer the telephone so that they will be relieved of calls which do not require their personal attention. Practices vary, and each employer determines the policy to be followed regarding screening.

Skills in the art of screening can be gained through business experience. To be successful, the secretary must use good judgment, tact, and courtesy.

1. What practices should be followed when screening calls?

2. How might a secretary obtain the name of the caller?

3. What might a secretary say if, after screening the call, she decides her employer would want to speak with the caller?

4. What might a secretary say if, after screening a call, she decides her employer would not want to speak with the caller?

IV. USING THE DIRECTORY

A. Introductory Pages

Telephone directories are reference books which serve many purposes. Their primary purpose is to provide lists of those who have telephones--their telephone numbers and addresses.

They aid in locating certain types of businesses.
They provide useful information about the locality.
They are a source for checking the spelling of names.
They serve as a guide to the use of telephone services.

In large cities and metropolitan areas, the Alphabetical and Yellow Pages may be separate volumes.

New directories are published annually to include the names of additional customers and to make other changes.

1. What helpful information is available in the Introductory Pages?

B. Alphabetical Pages

The Alphabetical Pages list both residence and business customers in alphabetical sequence. Guide Names, which appear at the top of each page, indicate the first and last listing on the page. The use of these Guide Names helps to locate a name quickly.

1. How are listings arranged in the Alphabetical Pages?

2. What are reference listings?

3. What are the purposes of indented listings?

4. How are government departments and agencies listed?

C. Yellow Pages

The Yellow Pages list businesses according to products or services. In most medium and large size directories containing Yellow Pages, a reference index of headings appears in front of the listings. The index is intended to help you find the product or service you are looking for.

1. How may the Yellow Pages be used as a source of reference?

2. How are listings arranged in the Yellow Pages?

3. What are cross-references and how are they used?

4. What are trademark headings?

V. LONG DISTANCE CALLS

A. Types of Telephone Calls

1. Describe the types of long distance calls listed below.

Station-to-Station Call--

Person-to-Person Call--

Collect Call--

Credit Card Call--

Overseas Calls--

2. What is a conference call?

3. What determines the charges for long distance calls?

   a.

   b.

   c.

B. Placing Long Distance Calls

1. What procedures should be followed when using DDD?

   a. Station-to-Station Calls

   b. Person-to-Person, Collect, Credit Card Calls

REFERENCES TO EXPAND ORAL UNIT

1. The writers recommend the following reference to expand the oral unit into the areas of small group, interpersonal, foundations, and organizations public speaking:

   Deep, Samuel D., and Sussman, Lyle, "Public speaking," Comex, The Communication Experience in Human Relations, South-Western Publishing Co., Cincinnati, Ohio, 1984.

2. The Information Connection, Grolier Electronic Publishing, Sherman Turnpike, Danbury, Connecticut 06816 (Software to teach telecommunications even if you do not have a modem--Apple II Family, Commodore, IBM PC and PC Jr).

   The students learn

   a. basic terminology associated with computer telecommunications.

   b. concepts related to and the materials required for telecommunicating via microcomputer.

   c. how to log on to an information service.

   d. to develop fundamental online searching skills by practicing with a simulated online database.

   e. to apply logical thinking and inquiry skills fundamental to the searching and manipulating of any database of information, including online encyclopedias or similar reference sources.

   f. that a computer used for telecommunications can greatly enhance one's access to information.

   g. competence in using a fundamental and powerful computer application tool.

3. Telephone Technique Study Guide based upon the Telephone Unit by Northwestern Bell (A copy of the study guide outline is included)

4. Speaking Techniques, OEA Leadership Development Series, Office Education Association, 5454 Cleveland Avenue, Columbus, OH 43229

5. Offeda's Department Store Simulation (included in this unit)

(Handout)

TEN COMMANDMENTS OF GOOD COMMUNICATION

1. Be accurate. Violating this rule can really get you into trouble.

2. Be brief.

3. Be clear. Avoid complex word combinations, phrases that have double meaning, or parts that might be misunderstood.

4. Don't try to impress your audience. In general, don't use $5 words when 5-cent ones will do.

5. Consider your audience. Write, speak, or show in language your audience can understand.

6. Think and organize before you write or speak.

7. Make your message interesting. Say something worthwhile and dress it up a little with active, colorful words, examples, or illustrations.

8. Don't leave out essential facts. Remember the 5 W's (who, what, when, where, why) and how.

9. Be ethical. Be fair with everyone you work with in any type of communications.

10. Don't just relate it--illustrate it! Use actual objects, models, movies, photos, and drawings whenever you can.

(Speaking Techniques, OEA Leadership Development Series), p.12

Offeda's Department Store

You have been hired as a student employee at Offeda's, a large department store. The store is located at 1977 Brodway Avenue, Houston TX 77001. Assume you will answer all of the calls for your department.

Department Employees:

1. Carroll Bertelli - Department Manager
2. Esther Braun - Linens and Bedding
3. Kathy Colson - Furniture and Carpet
4. Nina Norquist - China, Glassware, Pottery
5. Brian Tysen - Appliances and Lighting
6. Carlos Del Passo - Kitchen Accessories

It will be your responsibility to maintain an appointment calendar. Do not make any appointments without referring to the appointment calendar.

Another one of your duties will be to take messages for any employee that is not available when a call for that employee comes in. Be sure that all messages contain all pertinent information concerning the call.

Answer all calls: "Sales Department, (name).

It is a company policy to discourage personal calls. This ties up the lines and customers needing to conduct important business may not be able to get through. Personal calls should be kept as short as possible. The secretary should take a message rather than disturb an employee if at all possible.

Appointment Calendar

You are responsible for maintaining the appointment calendar. You work for the Sales Department of Offeda's Department Store. Record the information about today's appointments on the forms for each of the individual employees.

3:00	A representative from Accessories Unlimited to see Carlos Del Passo.
2:30	Byron Wiley, Janecke Advertising Agency, to see Nina Norquist.
3:30	Anton Thompson of Everyday Electronics to see Brian Tysen.
10:30	Kathy Colson to meet with Mr. and Mrs. Warren Eikenberry.
3:30	Bette Jo Corrigan and Mary Lee Taulsey from Red Wing Pottery to see Nina Norquist.
10:30	Angelo DeLucis, Data Business Equipment, to give a cash register demonstration to Carroll Bertelli.
12 - 1:30	Luncheon meeting of all personnel of the Sales Department with John Campbell, General Manager of our company.
10:00	Nedra Colfield, Kitchen Accessories, to see Carlos Del Passo.
2:30	Helen Graham of Graham Associates to see Carroll Bertelli.
9:30	Esther Braun to meet Eloise Hackett of Linens of Today.
2:30	Brian Tyson to meet with Gazette representative Catherine Holcome.
9:00	Talbert Zacher of NCR to give a cash register demonstration for Carroll Bertelli.
11:00	Marshall Tingwald of Things and More to see Carlos Del Passo.

APPOINTMENTS FOR_____

Time	Engagements	Memorandums
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		

Telephone Message

FOR _____

DATE _____ TIME _____

WHILE YOU WERE OUT

M _____

FROM _____

PHONE No. _____

	TELEPHONED		PLEASE PHONE
	RETURNED YOUR CALL		WANTS TO SEE YOU
	CAME TO SEE YOU		WILL CALL AGAIN

MESSAGE: _____

TAKEN BY

Telephone Message

FOR _____

DATE _____ TIME _____

WHILE YOU WERE OUT

M _____

FROM _____

PHONE No. _____

	TELEPHONED		PLEASE PHONE
	RETURNED YOUR CALL		WANTS TO SEE YOU
	CAME TO SEE YOU		WILL CALL AGAIN

MESSAGE: _____

TAKEN BY

Telephone Message

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DATE _____ TIME _____

WHILE YOU WERE OUT

M _____

FROM _____

PHONE No. _____

	TELEPHONED		PLEASE PHONE
	RETURNED YOUR CALL		WANTS TO SEE YOU
	CAME TO SEE YOU		WILL CALL AGAIN

MESSAGE: _____

TAKEN BY

Telephone Message

FOR _____

DATE _____ TIME _____

WHILE YOU WERE OUT

M _____

FROM _____

PHONE No. _____

	TELEPHONED		PLEASE PHONE
	RETURNED YOUR CALL		WANTS TO SEE YOU
	CAME TO SEE YOU		WILL CALL AGAIN

MESSAGE: _____

TAKEN BY

Notes to the Teacher
(To be dictated to students)

Call #1

Message for the Department Manager
Call Warren Eikenberry and change the appointment to 2:30, which is okay with them.
Correct the Appointment Calendar.

Call #2

Message for the Department Manager.
Call Nedra Colfield; change is okay.
Call Marshall Tingwald; secretary answers and must call back.
Call Accessories Unlimited; change is not okay for tomorrow, salesperson will call and make an appointment for a different time.

Call #3

Time is okay; leave a message.
Enter the appointment on the Calendar.

Call #4

Asks for the wrong person - Secretary should make the correction.
Time is not okay; set appointment for 2 pm.
Enter the appointment of the Calendar.

Call #5

Receptionist at Graham Assoc. will answer and transfer the call.
Change is okay.
Enter the appointment on the Calendar.

Call #6

Time is okay.
Enter the appointment on the Calendar.

Call #7

No personal calls - call should be terminated as quickly and as tactfully as possible.

Call #8

Check appointment calendar.
Change is okay. Notify Kathy immediately by leaving a message.
Enter on appointment calendar.

Call #9

Brian is not available.
Take a message - be sure that you have all the necessary information.

Call #10

Carlos is not available - watch what information you release.
Take a message; be sure you have the phone number and any other information that is necessary.

Notes to the Secretary

Call #1- 8 a.m.

Call #2- 9 a.m.

Call #3- 10 a.m.

Call #4- 10:30 a.m.

Call #5-11:30 a.m.

Call #6- 1 p.m.

Call #7- 2 p.m.

Call #8- 3 p.m.

Call #9- 3:30 p.m.

Call #10- 3:45 p.m.

Call #1

The time is 8 am.
Your name is: Kathy Colson
Your position is: Salesperson for Offeda's; Furniture and Carpet.

Dial number:

Sec'y:

Kathy: Hi, (name), this is Kathy Colson. I am having car trouble and I won't be in until later.

Sec'y:

Kathy: I will try to make it in time for the Sales Department luncheon at noon. What do I have for appointments this morning?

Sec'y:

Kathy: Try to reschedule my appointment with them for 2:30 this afternoon. I will see you later. Thanks. Good-bye.

- -

Call #2

The time is 9 am.
Your name is: Carlos Del Passo
Your position is: Salesperson for Offeda's; Kitchen Accessories.

Dial number:

Sec'y:

Carlos: This is Carlos. Something has just come up and I must leave immediately for a meeting at our Corpus Christi store. Please cancel all my appointments for today and try to reschedule them for tomorrow.

Sec'y:

Carlos: I should be back just about closing; but in case I don't make it, just leave me a message about my appointments.

Sec'y:

Carlos: I hope to see you before you leave. If not thanks.

Call #1-A

The time is shortly after 8 a.m..
Your name is Mrs. Warren Eikenberry
Situation: You have an appointment with Kathy Colson of Offeda's Department Store at 10:30 this morning. The Secretary of the Sales Department is calling you to reschedule that appointment at a later time.

Mrs. E: Hello.

Sec'y:

Mrs. E: Actually, we are quite flexible. Any time is okay with us.

Sec'y:

Mrs. E: Good-bye.

- -

Call #2-A

The time is shortly after 9 am.
Your name is Nedra Colfield
Situation: You have an appointment with Carlos Del Passo of Offeda's Department Store at 10 a.m.. He has been called out of town and the secretary is calling to reschedule.

Nedra: Hello, this is Nedra Colfield.

Sec'y:

Nedra: That would be fine. That's (repeat day and time to be sure that you have it correct).

Sec'y:

Nedra: Thank you for calling. Good-bye.

- -

Call #2-B

The time is shortly after 9 am.
Your position is: Secretary to Marshall Tingwald.
Situation: You have an appointment with Carlos Del Passo of Offeda's Department Store at 11 a.m.. He has been called out of town and the secretary is calling to reschedule.

Mr. T Sec'y: Marshall Tingwald's office, may I help you?

Sec'y:

Call 2-B Continued

Mr. T Sec'y: I am sorry, Mr. Tingwald is not in right now. I am not sure whether he will be available or not. Could I call you back later after I have had a chance to talk to Mr. Tingwald?

Sec'y:

Mr. T Sec'y: What is your number, please?

Sec'y:

Mr. T Sec'y: I will return your call as soon as I have a chance to talk to Mr. Tingwald. Good-bye.

- -

Call #2-C

The time is shortly after 9 a.m.
Your position is: Secretary for Accessories Unlimited.
Situation: Your company has an appointment with Carlos Del Passo of Offeda's Department Store at 3 p.m.. He has been called out of town and the secretary is calling to reschedule.

Acc Un Sec'y: Accessories Unlimited.

Sec'y:

Acc Un Sec'y: That appointment would be with Tom Bergland. I'm sorry, but Mr. Bergland has a full schedule tomorrow and will not be available.

Sec'y:

Acc Un Sec'y: The earliest time that he could meet with Mr. Del Passo would be after next Tuesday. (Make a definite appointment before you terminate the call.)

Sec'y:

Acc Un Sec: Good-bye.

- -

Call #2-D

The time is about 9:30 a.m.
Your position is: Secretary to Marshall Tingwald.

Mr. T Sec'y: Dial call. (Make an appointment for tomorrow at the same time as the appointment was scheduled for today.)

Call #3

The time is 10 a.m.
Your name is: Richard Van Dyke
Your position is: Representative of Maytag Appliances.

Dial number:

Sec'y:

Van Dyke: Bryan Tysen, please.

Sec'y :

Van Dyke: I would like to talk to Mr. Tysen about our line of kitchen appliances. Will he be free in about an hour to meet with me?

Sec'y:

Van Dyke: I will see Mr. Tysen about 11 then. Thank you.

- -

Call #4

The time is 10:30 am.
Your name is: Ted Washburn
Your position is: Representative of Jayson Manufacturing Co.

Dial number:

Sec'y :

Caller: Good morning. I am with the Jayson Manufacturing Plant in Detroit and I am here in town for a convention. I would like to see Esther Braun to discuss a collector's line of pottery which we are putting out next year. Could I make an appointment with Miss Braun for 1 p.m. today?

Sec'y:

Caller: That's a little late for me; but I do want to show your firm this production. Yes, I will be there at (restate time given).

Sec'y:

Caller: (Furnish any additional information that the secretary asks for but do not volunteer anything without the secretary asking.) Thank you. Goodbye.

Call #5

The time is 11:30 a.m.
Your name is: Helen Graham
Your position is: Owner of Graham Associates.

Info: Carroll Bertelli is expecting the luncheon meeting to be lengthy because of the departmental changes. He has asked the secretary to telephone Graham Associates and change the appointment.

The receptionist of Graham Associates will answer the call and then transfer the call to Ms. Graham.

Sec'y: Dial 555-6831

Recept: Good morning, Graham Associates.

Sec'y:

Recept: One moment, please. I will get Ms. Graham.

Graham: This is Helen Graham.

Sec'y:

Graham: My afternoon is quite flexible. Tell Mr. Bertelli that I will be there at (repeat time given).

Sec'y:

Graham: Good-bye.

- -

Call #6

The time is 1 pm.
Your name is: Faye Jesse
Your position is: Representative of Accessories Unlimited.

Sec'y:

Jesse: This is a representative from Accessories Unlimited. Could I speak with Esther Braun, please?

Sec'y:

Jesse: Will she be free about 3 this afternoon? I could meet with her then.

Sec'y:

Jesse: I would appreciate it if you would schedule an appointment with Ms. Braun for me at 3. Thank you.

Call #7

The time is 2 p.m.
Your name is: Jan
Your position is: A friend who was at a party last night.

Dial:

Sec'y:

Jan: Hi, (name). Is anyone around? Can you talk a few minutes?

Sec'y:

Jan: This is Jan. I met you at that tremendous party last night. Remember me, I'm the one that came to the party in blue jeans when everyone else was dressed up. I almost turned around and left. Luckily, I saw you smiling and kept up my courage. Wasn't that a great party? I can't remember when I have had so much fun. I met some really interesting people. Did you meet Stanley? I can't remember his last name. He works for the telephone company. He is a walking dictionary and funny besides. And the food--I stuffed myself. I hadn't had anything to eat since noon.

(Try to keep the conversation going as long as possible if the secretary doesn't cut it off.)

- -

Call #8

The time is 3 p.m.
Your name is: Nina Norquist
Your position is: Offeda's; China, Glassware, and Pottery.

Caller: Dials

Sec'y:

Caller: (name), I'm still in conference with Janecke Advertising people. I won't be available for my 3:30 appointment with the representatives from Red Wing Pottery. Would you check Kathy's appointments to see if she is available to see them?

Sec'y:

Caller: Please leave a message for Kathy, asking her to see them for me.

Sec'y: (Should repeat the message)

Caller: That's correct. Thanks (name). Good-bye.

Call #9

The time is 3:30 p.m.
Your name is: Jacob Davis
Your postion is: A friend of Brian.

Dial:

Sec'y:

Davis: May I speak with Brian, please?

Sec'y:

Davis: I am to meet him at the State Bank on Dover Street at 5:30. I have been detained and I will not be there until 6:30. Would you give him that message, please?

Sec'y:

Davis: Thank you. I have to run now. Bye.

- -

Call #10

The time is 3:45 p.m.
Your name is: Becky Collins
Your position is: Sales representative for Corning.

Dial:

Sec'y:

Collins: May I speak with Carlos Del Passo, please?

Sec'y:

Collins: Would you have him call me; preferably yet today if he is available before 5. If not, then have him call me early tomorrow.

Sec'y:

Collins: (Secretary should ask for your number. Do not volunteer it; but if she asks, your number is 555-4302.)

Sec'y:

Collins: Thank you. Good bye.

INTRODUCTION TO WRITING UNIT

Young people need practice writing. The purpose of this unit is to provide students with the opportunity to improve their writing skills by writing business letters and memos.

The two-week unit is designed to be used independently. However, it can be used in conjunction with the other three units--LISTENING, ORAL, and LANGUAGE SKILLS.

It is recommended that the teacher obtain the text, BUSINESS ENGLISH AND COMMUNICATION, Gregg McGraw/Hill, 6th Edition, and use Units 36-52 as a resource.

The criteria for testing and grading is left to the discretion of the teacher. Several helpful hints have, however, been provided to aid the teacher. Two evaluation forms are included at the end of the unit.

To expand this unit, the authors suggest the teacher use material in the recommended text, BUSINESS ENGLISH AND COMMUNICATION. This text covers all varieties of business communications and has excellent examples and exercises. Since a teacher does not have time to sort through all the material available, use of the text will definitely save time and energy. To expand the unit further, the teacher should include a letter of application and a job resume.

Teachers should remember to stress the writing-as-a-process procedure. Experts in the field of writing say people write better with practice and good writers rewrite. Be sure to allow students adequate time to rewrite their documents before submitting them for final evaluation.

BEHAVIORAL OBJECTIVES FOR WRITING UNIT

Given a situation that requires a student to write a business document (letter, memo, report), the student's mastery of the principles and concepts taught in this unit will enable him/her to:

> Write an appropriate document that meets the requirements of the situation. The document, when submitted for evaluation, will be correct in every way: grammar, punctuation, usage, organization, information, format, and sentence structure.

WRITING BUSINESS DOCUMENTS

I. Getting Started

A. Definition of "Writing as a Process"

A sequence of events that takes place or a procedure that is followed when a person originates a written document.

THINK - JOT - ORGANIZE - WRITE

B. A Well-Written Business Document

1. Uses standard English
2. Is well organized
   a. purpose
   b. details
   c. summary
3. Is complete and correct in every detail
4. Creates a favorable first impression
5. Appeals to the reader's point of view

C. The Process

1. Think
2. Jot
3. Organize
4. Write

II. Keeping the Process Going

A. Editing

Check for:

1. Sentence structure
2. Paragraphing
3. Correct and complete facts and information
4. Punctuation
5. Grammar
6. Usage

B. Rewrite, if necessary

III. Completing the Process

A. Write the final draft
B. Submit for evaluation

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IV. Activities

A. Pre-letter Writing Activities (handouts
1. Reader's point of view
2. Paragraph development
3. Opening and closing paragraphs
4. Writing letter sentences
5. Improving mediocre business letters

B. In-class Writing Exercises

1. Read or hand out to the students the following exercise:

Develop a working outline as if you were writing a letter to a college requesting information regarding the admission procedures and scholarship opportunities.

2. Given the following situation:

Write a letter to ABC Basketball Corporation ordering a sample basketball for the school. The school needs 18 dozen for the upcoming season so they are interested in price, quantity discounts, delivery times, durability, and color.

a. Discuss as a group the information that should be contained in the document.

b. Jot on the blackboard (or use an overhead) the facts and information that should be contained in the letter.

c. Organize the facts and information into a logical sequence.

d. Write an introductory paragraph for the letter.

NOTE: The more practice each student has in doing these three steps in the writing as a process procedure, the more comfortable he/she will be when he/she begins the actual writing of the letters. The teacher should monitor the process so students stay on task and in sequence.

Do as many Think, Jot, Organize exercises as necessary.

C. A Business Writing Simulation

INTRODUCTORY INFORMATION -- Writing-as-a-Process

Student Handout

Research has taught us that successful writers follow a process to get their thoughts on paper so the thoughts are organized and usable for others. It does no good to write a business document if no one reads it or no one understands it because of its poor quality.

A simple four-step process can be used to help students become more successful writers: think, jot, organize, write.

THINK Analyze the situation and determine what is expected of the writer and what are the goals of the writer. Why is he/she writing the document in the first place? Exactly what is it that the writer wants to tell the reader? What response, if any, does the writer want from the reader.

JOT Once this has been determined, the second step is to jot down all the pertinent facts and information that must be explained, defined, listed, or contained in the document so the reader knows and understands the purpose of the document.

ORGANIZE Organizing the facts and information follows the jotting. The items should be numbered so they follow some sequence or pattern.

chronological
order of importance (most important first to least important last
step by step
comparison (advantages listed first, then disadvantages)

WRITE The last step is to write the document following the order established in Step 3.

Of course, all documents should have an in-introductory paragraph that tells why the document is written in the first place.

And don't forget the conclusion. You need an ending paragraph that summarizes or asks for a response from the reader.

Once the rough draft is completed, the draft should be read and edited for sentence structure, paragraphing, and vocabulary.

Rewrite. Good writers always rewrite. They take pride in their work; therefore, they make every effort to write a polished document. Once the writer is satisfied with the document as a whole, the writer should edit to correct grammar and usage errors. The good writer knows how to use standard English correctly.

PREWRITING EXERCISE NO. 1 FOR WRITING UNIT HANDOUT

Reader's point of view

You must learn to forget yourself and put yourself in your reader's shoes. To interest yourself in others is the first step to master the reader's point of view attitude.

Example: How do you feel when you just met someone last week, and you run into him/her and he/she calls you by name? You feel as if he/she really has an interest in you because he/she has remembered your name.

ME	YOU
I want to thank you	Thank you
I wish to order	Will you please send
I am replying to your letter	Your letter
Our firm would like to order	Please send
I wish to be considered an applicant	Will you please consider me an applicant

One thing you want to watch in your letter is that you don't overuse the word "you." You can give the reader's point of view attitude without really using the pronoun you.

Some people think they can get out of writing a thank you note by thanking the person in advance. Avoid using "thank you" as a closing. It is a courteous gesture, but aren't you jumping to conclusions by assuming that your request will be met? Let the reader make the final decision.

Class Activity Rewrite the following "I" attitude sentences so they have a good reader's point of view quality.

1. I wish to apply for the position of clerk-typist as advertised in yesterday's newspaper.

2. Our company wishes to announce our grand opening.

3. In reply to your inquiry of August 2, this is to say that booklet No. 6 will not be reprinted; therefore, we regret that we cannot send you a copy.

PREWRITING EXERCISE NO. 2 FOR WRITING UNIT HANDOUT

Paragraph Development

What is a paragraph? Why do we use them? What is a topic sentence? Where is it found within a paragraph? How long should paragraphs be? There are three methods in which you can develop effective paragraphs. They are as follows:

1. Storytelling
2. Draw a picture
3. Break it up

Storytelling. If you are writing about something that has already happened or if you want to vividly develop an idea, you "tell a story."

Example: It was 5:30 p.m. on Saturday, January 4, and I was expecting my dinner guests at any time. One final look over all my preparations to make sure everything was just right--and then it happened--I blew a fuse!

Draw a Picture. If you want to write about a product and want to describe it effectively, you would "draw a picture."

Example: The maneuverable can opener is a quality product with magic, magnetic fingers to hold the lid after it is cut around. Famous "voodoo-gears" keep the cutting wheel sharp, open cans of all sizes, and swing away when not in use.

Break it Up. When listing data about a subject, it may be better to describe it by "breaking it up" into categories.

Example: Office Education is divided into three phases. Those being (1) classroom, (2) on-the-job training, (3) and club.

Class Activity. Develop a short, effective paragraph using each of the three methods discussed above. You will share these with the class.

PREWRITING EXERCISE NO. 3 FOR WRITING UNIT HANDOUT

Paragraphs--Opening and Closing

A great deal depends on the opening and closing paragraphs, whether they are powerful enough. With the opening paragraph, you want to call attention to the letter without stalling, and with the closing paragraph, you want to briefly summarize what has been said.

Characteristics of an Opening Paragraph

1. It should tell what the letter is about.

2. It should show courtesy and friendliness.

3. It should refer to any previous correspondence and sometimes to the date of that correspondence.

4. It should attempt to get favorable interest or action.

Characteristics of a Closing Paragraph

1. It should reflect courtesy.

2. It should summarize the message.

3. It should state the action desired.

Class Activity. Correct the following ineffective opening and closing sentences.

1. In reply to your letter of July 1, we wish to advise you that an examination of our records shows that your policy is still in force.

2. Hoping it will be possible for you to give us your decision on this matter by Friday, we are

3. Acknowledging receipt of your letter of January in which you asked for a copy of Good Listening, we are glad to send you this copy now.

4. If you send me a big order right away, it will help me win a prize in the contest that our company is conducting, and you will receive merchandise that is superior in quality at no higher price than you have been paying to other dealers.

PREWRITING EXERCISE NO. 4 FOR WRITING UNIT HANDOUT

Conciseness

When writing your letters, do not get carried away--stick to the point. In creative writing, repetitions and fancy words create a desired style, but this is not true in business letter writing. Say just enough to achieve your purpose. Do not be a jargoneer!

Class Activity. Rewrite the following sentences deleting irrelevant material and making appropriate substitutions for the outmoded expressions and unnecessary repetitions.

1. We acknowledge your order and assure you same will have our immediate attention.

2. I would like to take the liberty of asking that you grant me an interview.

3. We acknowledge receipt of your letter of July 21, with reference to the balance of your account in the amount of $750.

4. With reference to your past communication to us, our records show that your deposit was returned because you canceled your order.

5. We had started to commence the necessary processing required to establish the amount of your refund.

PREWRITING EXERCISE NO. 5 FOR WRITING UNIT HANDOUT

Forcefulness

If all the elements we have mentioned beforehand, including good planning, unity, and conciseness, are present, but we do not present our ideas with force, our letter will not be effective. To ensure forcefulness, avoid excessive use of nonaction verbs and be specific! Do Not: It is noted that your sales have not quite met the January quota. Do: Your sales are $200 short of the January quota.

Class Activity: Rewrite the following sentences to indicate active voice.

1. We have been advised by the State Department of Certification that your application for renewal has been granted.

2. Your letter has just been received by us.

3. There is a state requirement of an additional charge for duplicate certificates.

4. It is suggested by Mr. Jackson that your opinion be asked in the compilation of this report.

5. The new department will be supervised by John Davis.

PREWRITING EXERCISE NO. 6 FOR WRITING UNIT HANDOUT

Positive Tone

Even if you have all the proper elements needed to make your letter effective, it is not what you say-- it is how you say it. "How you say it" will show your personality and that of your company's. If you have mastered the development of the "you" attitude, your letter's tone will tend to be honest and direct. The best way to give your letters "tone" is to emphasize the positive points and try to eliminate the negative.

NEGATIVE	POSITIVE
You failed to state what size you wanted; therefore, we cannot send you the shoes.	You will receive your shoes within three days if you send us your shoe size on the enclosed card today.
No deliveries will be made on Saturdays.	Deliveries are made Monday through Friday only.

Class Activity. Rewrite the following negative sentences.

1. We cannot refund your $15.20 because you did not return the article within ten days of purchase.

2. We do not grant credit to people under eighteen years of age.

3. Your account of $7.50 is past due.

4. We regret that your order arrived in unsatisfactory condition.

5. We are sorry to say that we cannot mail you 35 copies of The Gregg Reference Manual.

PREWRITING EXERCISE NO. 7 FOR WRITING UNIT HANDOUT

USING THE POSITIVE APPROACH IN BUSINESS LETTERS

Rewrite the following sentences to make them positive statements.

1. Sara never comes to the office on Friday, but she is here the rest of the week.

2. Why don't you call one of our sales representatives today?

3. You did not indicate the number of reservations you wanted.

4. No one from the Glenn Insurance Company returned the form except Frank Harris.

5. I do not mind accepting the assignment.

6. Mrs. Caldwell is not expected to return to the office before June 10.

7. We do not accept for credit merchandise that has been out of the store for more than a week.

8. Do not use negative words in your letters.

9. Never call Mr. Smith at home unless the matter is urgent.

10. Jane got three answers wrong on a test that contained 100 questions.

PREWRITING EXERCISE NO. 7 cont'd.

Underline the negative words in the following paragraph:

Richard neglected to mention to his supervisor, Alice, that he was unable to determine why the project failed. Unfortunately, it was impossible for Richard to check all complaints in the limited time he had available. Rather than admit he could not find the error, he blamed the failure on a defective part in the processing equipment. Richard's supervisor disagreed with him and felt that Richard had neglected his job. Richard regretted his dishonesty and wished he had never sent the prejudiced report to Alice.

Rewrite the following paragrph using positive words:

Since you neglected to send us the type style you want, it will be impossible for us to ship the typewriter elements by the date you requested. We regret this unfortunate situation, but it is not our fault that you failed to provide essential information.

IMPROVING MEDIOCRE BUSINESS LETTERS

DIRECTIONS: First, read the sample letter. Decide for yourself why it is not as good as it could be. Then, following the suggestions given below the letter, try to improve its personality.

Dear Mr. Hughson:

(We have received) your letter telling us about your (difficulty) in making payments on your account. We (are very disappointed that you sent us this) explanation (instead of making more of an) effort to bring your account up to date.

(We wonder if you really meant it when you said you expected) to make substantial payment within the next few weeks. You (must) send your check for (at least) half the amount due by the end of the month, (or) we will (not honor) your next order for widgets.

We (demand) your cooperation. When our customers (fail) to work with us, we (can't make any profit from our business).

Suggestions: This letter doesn't sound very friendly, does it? See if, by changing the wording, you can inject some friendliness without changing its essential meaning. First, draw lines through all the words enclosed in parentheses. Then, by writing just above each crossed-out-word or phrase, substitute a more friendly expression you think of yourself or one selected from the list below. Now reread the letter. Which version would you prefer to receive?

List of Friendly Expressions

Thank you for; interest; appreciate your; and your sincere; May we compliment you on your plan; may; just; then; be glad to fill; value; want; can give them the kind of service that pleases them.

BUSINESS LETTER WRITING SIMULATION

As the students progress through the simulation, they should be reminded of the characteristics of a well-written business document.

Minimum standards for each letter should be maintained.

1. Students will follow the Think, Jot, Organize, Write, procedure.
2. All letters will contain three paragraphs:
   a. Purpose
   b. Details
   c. Summary
3. A variety in sentence structure will be used.
4. Documents will be mailable.

Optional requirements may be:

1. Typed in acceptable letter format
2. Working outline submitted for evaluation

BUSINESS LETTER WRITING ASSIGNMENTS

You are assistant office services manager for the Far Western Insurance Company, 1218 Beverly Boulevard, San Jose, California 95116. The Office Services Department, managed by Harold R. Prince, Jr., has the following responsibilities:

1. Processing quickly and efficiently all incoming and outgoing mail.
2. Proper utilization of office space in the various departments of the company.
3. Providing adequate equipment and furniture for the employees.
4. Making available appropriate supplies.
5. Maintaining effective interoffice communication systems.
6. Properly maintaining company records.
7. Constantly monitoring the flow of paperwork in the company to see that it is handled with minimum cost and maximum efficiency.

You and the supervisors in the department act as consultants to the managers of the other departments about such matters as dictation, typewriting, letter form, and records maintenance.

Although your responsibility for written communications is not heavy, you do write letters to suppliers and vendors and memos to Mr. Prince and others in your department as well as to people in other departments.

BUSINESS LETTER WRITING ASSIGNMENTS

Problem 1--Memo to District Sales Manager

The Management Development Center at Ohio State University plans to conduct a three-day Sales Training Seminar for sales supervisors and training personnel on September 23-25, 19--.

In memo form, notify Mr. Jason Townsend, District Sales Manager, that Mr. Prince has approved for five (5) employees to attend this seminar. He is to notify you and the Accounting Department of his selections by August 10. Far Western will pay all costs involved including registration, meals, and mileage. Receipts will be needed for meals and mileage. Participants will receive their normal salary while attending this seminar. After you have received his selections, you will forward the registration materials to the proper individuals.

Also, send a memo to the Accounting Department notifying them that Mr. Prince has estimated our costs to be $600 for registration and other expenses. State that this memo is to serve as their authorization to pay all valid requests submitted. Mr. Prince will provide them with a list of participants prior to August 10.

Problem 2--Letter requesting an appointment

The Seattle branch office of Far Western Insurance Company has asked someone from the San Jose office to visit in Seattle for a few days to help straighten out a problem involving procedures for handling policyholders' changes of address. Mr. Prince has given you permission to go, and you already have your travel and hotel accommodations.

One of your equipment suppliers, VitaRecord Corporation, is located in Seattle, and while you are there, you would like to see the new line of visible indexing equipment the company has been advertising. You decide to call on some of the people at VitaRecord but need to make an appointment. VitaRecord is located at 5200 Marshall Avenue, Seattle, Washington 98116.

Problem 3--Placing an order by letter

Order these three books from Acropolis Publishing Company, 8900 Maxwell Road, Pensacola, Florida 32503, for the Office Services library: Complete Handbook for Personnel Management (by R. R. Chisholm), $17.50; Color Guide for the Professional Designer (by Steven Hotchkiss), $47.50; and Readings in Modern Management (by Smith and Wesley), $12.75. Assume that your company has established credit with Acropolis and that you will be billed. You need the books within two weeks and ask that they be sent by Air Express, for which you will pay the charges.

BUSINESS LETTER WRITING ASSIGNMENTS

Problem 4--Letter confirming oral agreements

This morning Marcia Stoll, the representative of Seaway Stationers, called on you to discuss your needs for stationery and supplies. You placed an order for 10,000 letterheads, 8½ x 11 inches, with 7,500 matching envelopes; 5,000 letterheads, 7½ x 10½ inches (Monarch), with 3,000 matching envelopes; and 2,000 business cards for Mr. Prince and you. Although you gave Ms. Stoll this information, plus samples that she is to match exactly, you decide to confirm the order in writing. Prices are in accordance with Seaway's May 1 schedule of prices. Seaway is located at 750 Sunrise Road in San Jose.

Problem 5--Letter requesting materials

The Customer Accounts Unit is planning a new office layout in order to achieve better flow of paperwork, and you have been asked to help. One of the questions you must answer is: Is the available space adequate to accommodate the new layout? You know there are various devices by which the workableness of a layout can be tested without having to move equipment and furniture around to see whether it fits the space. These devices include templates, planning boards, and three-dimensional models. However, none of your catalogs contain the information you want about these devices, nor can you find what you want in nearby office supply stores. You decide to write for information to one of the large dealers with whom you occasionally place special orders, Pioneeer Office Supply Corporation. Pioneer is located at 400 Wacker Drive, Chicago, Illinois 60601.

Problem 6--Letter requesting information

You are considering purchasing five memory typewriters for the five corresponding secretaries in our Administrative Division. During a recent trip to Dallas, you saw a demonstration of the memory typewriter manufactured by the Speed-Rite Company, 519 East State Street, Dallas, Texas 78021. Compose a letter to this company expressing your interest in their equipment and requesting that one of their salespersons contact you as soon as possible.

You plan to purchase this equipment within the next several weeks. Perhaps they could let the secretaries use several of these typewriters for a few days. If the secretaries are satisfied with the equipment, you are more likely to make a decision to purchase new equipment from this company.

BUSINESS LETTER WRITING ASSIGNMENTS

Problem 7--Letter making a reservation

Make a reservation for Mr. Prince at the Dallas Hilton, 1900 Main Street, Dallas, Texas 77017, for the National Insurance Convention to be held July 5-7, 19--. Book a double room for Mr. Prince and his wife at the convention rate of $48 per day. They will arrive in the evening on July 5 and will depart the morning of July 9. Request a written confirmation of this reservation. If a deposit is required, charge the first night's lodging to Mr. Prince's Carte Blanche card, No. 1721183.

Also, have the hotel arrange to have a rental car available for their use beginning on July 6.

Problem 8--Thank you letter

Blitz Advertising Agency prepared the spring sales campaign for Far Western Insurance. There was an excellent response.

Since this was the first time you have dealt with Blitz, write and commend them for a job well done. You will prepare an appropriate letter to the attention of Mr. Mark Forman, Account Executive, 720 South Main Street, Columbus, Ohio 42339. Include a statement to the effect that you are looking forward to working with their agency on future advertising campaigns.

Problem 9--Memo requesting equipment

Mr. Prince is planning to give a slide presentation to a sales managers' meeting on June 23. Please request, in memo form, a slide projector and screen from our audio-visual department. This equipment should be set up in the third floor conference room by 9 a.m. on that date. Ask them to be sure to check that the equipment is in operating order.

Problem 10--Memo requesting action

Debbie Reid, the student employee in the Office Services Department, recently graduated from Central High School. You read in the morning Journal that she was honored at commencement as the "Outstanding Business Student."

You would like Ron Conner in Public Relations to interview Debbie and prepare an article about her for the company bulletin. Send a memo to Ron asking him to handle this matter.

EVALUATION

1. The learning activities may be evaluated using a point system.

2. Each letter in the simulation should be assigned a point value and be graded for mailability.

3. Students should have the option of rewriting each letter.

REMEMBER: Good writers rewrite. Students should be required to rewrite until the document is mailable. It is better to do one well-written mailable letter than to do more than one unmailable letter.

POSITIVE COMMENTS TO WRITE ON STUDENT-WRITTEN DOCUMENTS

Young writers need encouragement. Positive comments about the good elements in a document will provide the students with the encouragement they need to continue. Rewriting is not necessarily a fun activity. However, positive comments can make a difference in the way students approach the task of rewriting.

good, short, easy-to-understand vocabulary
good use of transitional expressions
good sentence structure
good opening sentence
flows smoothly
clear and concise
complete information
visually appealing
good ending

There are, of course, others. Add to the list those that you think are appropriate for your particular situation.

Optional requirements may be:

1. Typed in acceptable letter format
2. Working outline submitted for evaluation

ACTIVITIES TO EXPAND WRITING UNIT

Students should prepare a resume' and write a letter of application and a follow-up letter. Many information packets are available.

Sample letters and sample resume's are included. A check list for resume' information is also included.

(SAMPLE APPLICATION LETTER)

606 11th Street, NE
Mason City, IA 50401
April 17, 1986

Ms. Virginia Hill
Personnel Director
Bankers Life of Des Moines
711 High Street
Des Moines, IA 50309

Dear Ms. Hill:

Mrs. Nancy Moen, office education coordinator of Mason City High School, has told me that you might have a position open in the secretarial area. If you do, I would like to be considered an applicant.

As the enclosed resume' shows, I have taken several business courses during my high school years and have achieved a high rate of speed and accuracy in both shorthand and typing. During my junior year I worked at Mason City High School typing for the Distributive Education Department. I am presently working part time at Brakke and Wollums Implement as a computer operator. My responsibilities also include filing and receptionist duties. I enjoy this type of work and wish to further my work experience in this area.

I am very interested in a position with your organization and am looking forward to hearing from you. You can reach me at (515) 423-6115 after 5 p.m. during the week or write to me at the above address. May I have a personal interview at your convenience?

Sincerely yours,

Sarah Pierson

Enclosure

Sarah Louise Pierson
606 11th Street, NE
Mason City, IA 50401
Telephone (515) 423-6115

(SAMPLE RESUME)

POSITION SOUGHT — Secretary/Computer Operator

EDUCATION — Graduate of Mason City High School, May, 1986

BUSINESS COURSES — Typing 2, Office Education, Word Processing, Consumer Economics, Office Machines, Shorthand, Accounting

SKILLS OBTAINED — Shorthand (90 wpm), Typing (70 wpm), Ten-Key Adding Machine, Transcription, Telephone Techniques, IBM Self-Correcting Typewriter, Electronic Printing and Display Calculators, Computer

EXTRA-CURRICULAR ACTIVITIES — Softball, Bowling, Swimming, Working with Machines

EXPERIENCE

Brakke & Wollums Implement
Highway 18 West
Mason City, IA 50401
Supervisor: Mr. Tom Wishman
Position: Computer Operator
April, 1985 to present

Mason City High School
Distributive Education Department
1700 Fourth Street, SE
Mason City, IA 50401
Supervisor: Mr. Paul Olson
Position: Office Assistant/Typist
August, 1984 to April, 1985

REFERENCES

Mrs. Marilyn Aldrich, Supervisor
Adams Computer Service, Inc.
403 Eighth Street, SE
Mason City, IA 50401
(515) 423-7695

Mrs. Nancy B. Moen
Office Education Coordinator
Mason City High School
1700 Fourth Street, SE
Mason City, IA 50401
(515) 423-4459

Mr. Dennis Reardon, Proprietor
Reardon Real Estate
135 26th Street, SW
Mason City, IA 50401
(515) 423-0359

(SAMPLE FOLLOW-UP LETTER)

606 11th Street, NE
Mason City, IA 50401
April 23, 1986

Ms. Virginia Hill
Personnel Director
Bankers Life of Des Moines
711 High Street
Des Moines, IA 50309

Dear Ms. Hill:

Thank you so much for the interview on Tuesday, April 21. It was enjoyable talking to you and finding out more about Bankers Life. You told me exactly what I wanted to know.

Your description of Bankers Life and the position available was interesting. I am looking for a job with variety similar to the one that you described, and I believe that my previous work experience qualifies me to perform the work required.

I am looking forward to hearing from you soon. If hired, I will be a most reliable employee for your organization.

Sincerely,

Sarah Pierson

BARBARA BAXTER
Rural Route 3, Box 207
Waukon, Iowa 52172
Telephone: (319) 568-2006
Social Security Number: 482-90-2345

(SAMPLE RESUME)

CAREER OBJECTIVE: Seek a position in which my business skills can be utilized in a variety of situations. Willing to accept responsibility and to work to further develop my career potential.

EDUCATION

Graduated from Waukon High School on May 25, 1986.
Grade Point Average: 3.257
Subjects studied: Typing I
Speech
Basic Composition
Advanced Composition
General Business
Office Practice
Office Education
Accounting
Algebra I & II
Geometry
Government/Economics

WORK EXPERIENCE

Secretary: Office of the City Clerk, Waukon, Iowa, from August 1985 to August 1986. Duties included: Answering incoming calls, typing, calculating city water, sewer, and refuse payments, collecting quarterly payments, preparing bank deposits, and posting to ledger accounts.

Babysitter: Worked from May 1980 to May 1986. Babysat for neighbors and nieces and nephews. Duties included: Cooking, cleaning, supervising, feeding, bathing, and playing with children.

INTERESTS AND ACTIVITIES

Member of Office Education Program in 12th grade. Member of Prom Committee in 11th grade. Candidate for Allamakee County Dairy Princess. Some of my interests are swimming, reading, and horseback riding.

HONORS AND AWARDS

Secretary of local Office Education club. Received torch award at regional, state, and national levels. Placed 1st in Economic Awareness and 1st in Records Management at regional level. Placed 3rd in Economic Awareness at state level. Qualified for Economic Awareness at national level.

REFERENCES ARE AVAILABLE UPON REQUEST

JANEL SUE EGLSEDER
Dorchester, Iowa 52140
Telephone: (319) 568-3956
Social Security Number: 480-88-9775

(SAMPLE RESUME)

Career Objective: Secretarial/Receptionist position using many business skills with the possibility of advancement.

EDUCATION

Graduate, May 25, 1986, Waukon Senior High School
Grade Point Average: 3.50

Subjects Studied:
- Accounting
- Basic Communication
- Office Education
- Office Practice
- Shorthand
- Speech
- Typing I and Typing II
- Records Management
- Mailing Procedures

Office Machine Knowledge:
- Apple Computer IIe
  - Super-Text and AppleWorks
- Canon AP 200
- Electronic Calculator
- IBM Electronic Typewriter 75
- IBM Memory Typewriter
- Transcription Machine

EXPERIENCE

Legal Secretary: Jacobson, Bristol, Thomson, Bauercamper & Garrett, Waukon, Iowa 52172. Worked from May 28, 1985, until the summer of 1986. Duties included: answering the phone, waiting on customers, working on statements, writing out checks for firm and trust accounts, filing, working on reimbursements, advancements, client's ledger sheets and accounts receivable, noting the mail, typing, filing additional correspondence, working with income tax returns, and proofreading.

Waitress: Gus and Tony's, Waukon, Iowa 52172. Worked from January 2, 1985, to May 19, 1985. Duties included: waitressing, waiting on customers, washing dishes, cleaning the bathrooms, and closing the restaurant.

INTEREST AND ACTIVITIES

Waukon Senior High: Member of Student Council in 9th, 10th, 11th, and 12th grades. Member of National Honor Society. Chairperson of Prom Committee in 11th grade. Class officer during 10th grade. Member of OEA program and president of local chapter. Some of my interests are swimming, reading, and cross-stitching.

AWARDS

Received first place rating at regional and state levels and placed second at the national level in the Receptionist Contest. Received Torch Award at regional, state and national levels. Ranked in top fifteen percent of graduating class, 20th out of 155 students. Voted Miss Congeniality of Pork Producers Contest in 1985.

REFERENCES ARE AVAILABLE UPON REQUEST

EFFECTIVE WRITING SEMINAR

Purpose

Why am I writing this?
What do I want to do with this letter/memo?
What is the subject?
What direction doI want to go with subject?
The purpose is to _____.

Reader

Who is the reader?
What does he/she know about subject?
What does he/she need to know?
How does reader feel about subject?
How many readers are there?

Organizing Support

What thoughts must I convey?
Do I have enough?
Do I have too much?
What order will be most beneficial to the reader?
What is my conclusion?

Ways to Make Your Writing Better

KISS method
Importance of first and last sentences

Avoid trite phrases
Be specific
Avoid jargon
Proofread for grammar, punctuation, and spelling errors

Making it Easier to Read

Passive to active verbs
Glossary
Parallelism
Emphasis
One page
Headlines
Illustrations

*Source Unknown

* **Figure II.11** Mailability Analysis Chart

Name _____ Starting Time _____

Date _____ Ending Time _____

(Note: Complete this chart after typing each document.)

FIRST IMPRESSION Is your document	YES	NO
In the proper format and style?	____	____
Free of spacing or alignment errors?	____	____
Centered horizontally and vertically with even margins?	____	____
Typed on appropriate stationery?	____	____
Typed with a clear, dark ribbon?	____	____
Free of obvious corrections and strikeovers?	____	____
Neat, crisp, and free of smudges?	____	____

CORRECT ENGLISH Is your document	YES	NO
Free of punctuation errors?	____	____
Free of spelling errors?	____	____
Free of grammar errors?	____	____
Free of capitalization errors?	____	____
Free of inappropriate abbreviations?	____	____
Free of incorrectly divided words?	____	____
Free of incorrect number usage?	____	____

CONTENT Is your document	YES	NO
Free of uncorrected typing errors?	____	____
Equipped with complete, accurate information?	____	____
Clear, with each sentence making sense?	____	____
Free of omissions or alterations that change meaning?	____	____
Free of inconsistencies?	____	____
Current, with today's date?	____	____
Complete with appropriate titles and ending notations?	____	____

- IF YOU ARE ABLE TO ANSWER "YES" TO EACH OF THE ABOVE QUESTIONS, YOUR DOCUMENT IS MAILABLE.
- IF YOUR ANSWER WAS "NO" TO ANY OF THE ABOVE QUESTIONS, TAKE ACTION TO CORRECT THE ERROR.

How long did it take you to type and proof your work? _____ minutes

*Ennis, Edith E., Marilyn E. Price, Sheila K. Vedder, The Transcription Specialist, Harcourt Brace Jovanovich, Inc., New York, 1981.

CHECK LIST

ELEMENTS FOUND IN A RESUME

Complete

I. IDENTIFICATION:

1. Your name (complete)
2. Your permanent address
3. Your permanent telephone
4. Your present address (until what date?)
5. Your present telephone

II. PHOTOGRAPH:

1. Optional (Helpful especially for on-campus interviewers)

III. CAREER OBJECTIVE:

1. Describe the type of work desired both in short range and long range basis
2. Do not make the objective too rigid or restrictive
3. Unless you can state a logical, meaningful objective which is neither too encompassing nor too restrictive, DON'T BOTHER

IV. EDUCATIONAL BACKGROUND:

1. List the degree (i.e., B.A.)
2. Identify the institution where the degree was obtained; city, state
3. Anticipated or completed date of graduation; date started on degree
4. List the most recent degree first
5. Indicate double majors and minors
6. Include emphases if pertinent to your professional objective (Ex.: International affairs, computer science, arts administration)
7. G.P.A. List if above 3.0; highlight by extra spacing if very good.
8. % of college expense paid by you (especially if more than half)

V. WORK EXPERIENCE:

1. Used active, past tense verbs to describe your duties
2. Employer name and address included
3. Dates and type of employment indicated

VI. PERSONAL DATA: (Optional)

1. Personal facts, physical descriptions or anything you are willing to provide which would be helpful to an employer. (Ex.: Willing to travel and/or relocate; work well under pressure.)
2. Do not include items that might subject you to discrimination (race, sex, age, or handicap)

*Source Unknown

Complete

VII. MILITARY EXPERIENCE: (Optional)

1. Include if omission would leave a hole in the chronological resume
2. May include branch of service, location, period of duty, rank or rating, and job title or description of duties.

VIII. EXTRA CURRICULAR ACTIVITIES:

1. The position or office(s) you held
2. Spell out the name of the activity or interest group
3. The honor or professional organizations to which you belong
4. Highlight activities which would have most impact on your chances

IX. REFERENCES

1. Do not list the references
2. Available upon request from the Placement Center, University of Northern Iowa, 152 Gilchrist Hall, Cedar Falls, IA 50614, (319) 273-2061

X. DESIGN: (If you want to get noticed)

1. NEAT
2. Descriptive words which uniquely describe you
3. Tasteful and professional appearing
4. Consider different print styles
5. Margins and spacing balanced/open

XI. ASK YOURSELF THE FOLLOWING QUESTIONS:

1. Does it tell the story of your background?
2. Does it emphasize your strengths?
3. Does it look neat?
4. Is it complete?
5. Is it sales promotion oriented?
6. Are spelling and grammar correct?
7. Does it show how you stand out as better and different from others who have the same type of education that you have and may be competing with you for a job?

FUNCTIONAL	VS.	CHRONOLOGICAL
1. Allows one to highlight specific experience; strengths; (i.e., Leadership abilities; Personal attributes; Communication skills; etc.		1. Easiest and most popular 2. Builds on work experiences 3. Recommended if you are applying for positions with conservative employers (Ex.: Accounting, Banks, Finance)

INTRODUCTION TO LANGUAGE SKILLS UNIT

The purpose of this two-week unit is to reinforce basic language skills principles by reviewing correct sentence structure, capitalization, number expression, and punctuation rules.

Although this unit may be used independently, it is recommended that language skills be emphasized in each of the communication units and that they become a common thread running through the communication curriculum.

*It is not the intent of the writers to supply all of the worksheets for this unit. We wish merely to set the stage with a course outline and to provide suggestions and examples.

The basic reference text suggested for the teacher is Business English and Communication, Sixth Edition, pages 82-289.

Another excellent source of reference is Pro-Grammar/Pro-Sentence, Joyce Power, South-Western, 1986. Highly motivational diskettes for drill and practice in the areas of the student's needs are available for use with the text.

The teacher may expand the unit by using the additional activities and references at the end of this unit. (see pages 155-156)

*Material for the Pretest and Post Test and some of the Worksheets have been reproduced with permission from McGraw-Hill, Inc. The reproduced material comes from:

Business English Essentials, Third Edition, Henderson, 1965

and

The Gregg Reference Manual, Fifth Edition, Sabin, 1977.

BEHAVIORAL OBJECTIVES FOR THE LANGUAGE SKILLS UNIT

The student will demonstrate the ability to:

1. write complete sentences.
2. use verbs correctly.
3. use nouns and pronouns correctly.
4. use correct and appropriate descriptive words (adjectives and adverbs).
5. use conjunctions and prepositions correctly.
6. punctuate appropriately.
7. use capitalization correctly.
8. express numbers correctly.
9. proofread accurately.
10. use reference materials efficiently.

LANGUAGE SKILLS UNIT
(See pp. 116-121)

I. Pretest

II. The Sentence
- A. Definition: A group of words that expresses a complete thought.
- B. Normally a complete subject followed by a complete predicate

III. The Verb
- A. Definition: Describes the action or state of being of the subject
- B. Every sentence must have a verb.
- C. Must agree in number with its subject
- D. Tenses of verbs are present, past, and future.
- E. May have active or passive voice

IV. The Noun
- A. Definition: A word that names a person, place, thing or idea.
- B. Most plural nouns end in "s."
- C. Add "es" to nouns ending in "s," "x","z," "sh," or "ch."
- D. Possessive nouns show ownership and normally end with "'s" or "s'."
  1. Singular possessive nouns are formed by adding "'s."
  2. Plural possessive nouns are usually formed by adding an "'" after the "s."
- E. Proper nouns identify one special person, place, or thing.
- F. Collective nouns identify a group of persons, places, or things regarded as a unit.

V. The Pronoun
- A. Definition: A word that takes the place of a noun.
- B. Possessive pronouns show ownership.
  1. Some sound like contractions--don't confuse them (its, it's; their, they're; your, you're; whose, who's).
- C. Relative pronouns
  1. Who /whom with people--substitute "he" for "who" and "him" for "whom" as you read the sentence to determine the correct pronoun.
  2. Which/that with things.

D. Indefinite pronouns identify nonspecific people or things.
   1. Singular indefinite pronouns require singular verbs and singular pronouns.
   2. Plural indefinite pronouns require plural verbs and singular pronouns.
E. Avoid using generic pronouns.

VI. The Adjective
A. Definition: Describes a noun or pronoun
B. Articles are adjectives (a, an, the).
   1. Use "a" before a consonant or a long "u."
   2. Use "an" before a vowel or a short "u."
C. Using adjectives to compare two or more nouns or pronouns:
   1. Use "er" to compare two.
   2. Use "est" to compare more than two.
   3. Add more/less, most/least with adjectives having more than two syllables.
   4. Do not double compare adjectives (more prettier, most nicest).

VII. The Adverb
A. Definition: Describes a verb, an adjective, or another adverb and usually ends in "y."
B. Use the adjective rules to compare two or more.
C. Do not double compare adverbs (more better, most fastest).
D. Troublesome adverbs/adjectives
   1. badly/bad
   2. well/good

VIII. The Conjunction
A. Definition: A connecting word between two or more words.
   1. and, so, or nor, but, yet
   2. either/or; neither/nor; both/and; not only/but

IX. The Preposition
A. Definition: Joins a noun or pronoun to another word or words.
   1. of, at, on, off, for, in, into, from, etc.
B. Troublesome prepositions
   1. between (compares 2), among (compares 3 or more)
   2. in (location), into (motion)
   3. beside (at the side of), besides (in addition to)

X. Punctuation

A. Comma: Indicates a pause for emphasis

1. Items in a series
   Pens, pencils, and erasers. . . . . .
2. Coordinate adjectives
   He is a smart, happy student.
3. Appositives
   Jeff, student council president, will. .
4. Direct address
   Jesse, please answer me!
5. Parenthetical expression
   therefore, however, of course, etc.
6. Introductory words/expressions
   Yes, I can do it.
   If someone calls, please tell me.
7. Before conjunctions joining two independent clauses
   She is driving, and I plan to walk.
8. Titles
   John Jones, Jr., is named after his dad.
9. Contrasting expressions
   She is happy, not sad.
10. After complimentary closings
    Sincerely,
11. Direct quotations
    She said, "It's a beautiful day."
12. Dates and addresses
    June 17, 1956, is her birthday.
    She lives at 76 Colorado Street, Chicago, IL.
13. City and State
    Mason City, IA

B. Semicolon: Ties together closely related independent clauses

1. Conjunction omitted
   My car broke down; I was late for work.
2. Adverb connectives (followed by a comma)
   ; namely,
   ; therefore,
   ; consequently,
3. Internal punctuation when commas are also necessary
   I visited Minneapolis, MN; Des Moines, IA; and Chicago, IL.

C. Period

1. End of a declarative sentence
2. After abbreviations (no space)

D. Question mark

1. End of interrogative sentence or after one word alone if it asks a question (who?)

E. Exclamation point

1. End of exclamatory sentence

F. Colon
   1. Introduces items used after "the following" or "as follows"
   2. Introduces a long statement
   3. After salutations
      Dear Sir:
   4. Separates hours from minutes
      7:30 a.m.

G. Dash
   1. Gives emphasis and often used in place of the parentheses
      I told Sue--or maybe it was Amy--that. .

H. Parentheses
   1. Sets off clarifying information and used instead of commas
      She was hired by Allied Purchasing (formerly United Dairies) in Mason City.

I. Quotation Marks
   1. Commas and periods are always placed inside quotation marks.

      Exclamation points and question marks are placed inside quotation marks when they pertain to the quoted material--outside when they include the entire sentence.

      Semicolons and colons are always placed outside the quotation marks.
   2. Titles of articles, poems, essays, reports, etc. should be enclosed in quotation marks.
      Remember that titles of books and periodicals are typed in all capitals or underscored.

J. Hyphens
   1. compound numbers: twenty-four
   2. spelled-out fractions: two-thirds
   3. compound adjectives when they precede the noun:
      a well-known actress (correct)
      The actress is well known. (correct)
      The actress is well-known. (incorrect)
   4. most words beginning with self: self-discipline
   5. after each adjective in a series: The candy can be purchased in 1-, 2-, and 3-pound bags.

XI. Capitalization

A. Do not capitalize:

1. seasons of the year: summer, fall, winter
2. geographical words: river, ocean, mountain
3. points of the compass: north, south, east, west unless it indicates a specific part of the country: He returns to the South every winter.
4. relative's titles if they are preceded by a possessive noun or pronoun: Frank's sister.
5. a person's title if it follows the name: John James, president, was asked to be present.

B. Do capitalize:

1. a person's title if it precedes the name:
   I asked President John James to be present.
2. the titles of government officials at all times: The President (of the United States).
3. common nouns when they are part of a particular name: Mississippi River, Pacific Ocean.
4. titles of books, articles, plays, pictures, historical events, etc.
5. the first word of a sentence.
6. the first word of a direct quotation.
7. the first word following a colon if the thought is a complete sentence.
8. the names of special holidays.
9. only the first word in the complimentary closing of a letter: Sincerely yours.
10. only the first word, titles, and names in salutations: My dear Miss Smith.
11. brand names

XII. Numbers

A. General Rules

1. Spell out numbers that begin a sentence.
2. Spell out approximate numbers that are rounded into even units: approximately one-hundred pages
3. Spell out numbers ten and under.
4. Use figures for numbers over ten.
5. Spell out ages of people given in years: She is fifty-one years old.
6. Use figures for ages in years-months-days:
   She is 51 years 3 months and 2 days old.

7. Write out numbers preceding o'clock: ten o'clock.
8. Use figures with a.m. or p.m.: 10 a.m.
9. Use figures preceding cents or percent: 5 cents; 25 percent.
10. If two numbers appear together, spell out the smaller number and use figures for the larger number: I purchased 100 five-pound bags of seed.

B. Dates
1. Do not use th, d, or st after a date when the date is preceded by the month: Your appointment is set for August 22 (not 22nd).
2. Spell out the date when the month is not given: Please reserve the fifth for our meeting.
3. Always spell out the month.

C. Money
1. Amounts are written in figures except when the amount begins a sentence.
2. Drop the .00 with even amounts: $25.
3. Separate hundreds from thousands with commas.

D. Lists and Series
1. It is acceptable to use No. with catalog and style numbers: Style No. 34; Catalog No. 202.
2. When large and small numbers are being used, be consistent and use only figures.

E. Addresses
1. Spell out the names of numbered streets that are ten and below.
2. Use figures to express house numbers.
3. Do not use No. or # in addresses.
4. Do not use commas in address numbers.

F. Fractions
1. Spell out fractions when they stand by themselves in a sentence.

XIII. Proofreading
A. Skim and check for formatting errors.
B. Read for typographical and content errors.

XIV. Reference Materials
A. Dictionary
B. Thesaurus
C. Style manuals

XV. Post test (See pp. 148-154)

BUSINESS ENGLISH PRETEST

DIRECTIONS: Circle the letter of the correct answer.

CAPITALIZATION:

1. we plan to conduct an advertising campaign throughout the south and west this fall.

   a. We
   b. We; South; West
   c. We; South; West; Fall

2. john r. jones, president of our company, will speak at the rotary club meeting today.

   a. John R. Jones
   b. John R. Jones; President; Rotary Club
   c. John R. Jones; Rotary Club

3. She said, "of the vacation spots in america, i prefer glacier national park."

   a. She; Of; America; I; Glacier National Park
   b. She; America; I
   c. She; Of; America; I; Glacier

4. miss phillips, your promotion will become effective on the 15th of june.

   a. Miss Phillips
   b. Miss Phillips; Fifteenth; June
   c. Miss Phillips; June

5. the reservations for his trip were confirmed by trans world airlines.

   a. The; Trans World
   b. The; Airlines
   c. The; Trans World Airlines

PLURALS

6. attorney

   a. attorneys
   b. attornies

7. company

   a. companies
   b. companys

8. valley

   a. vallies
   b. valleys

9. Miss

   a. Misses
   b. Mrs.

10. knife

    a. knifes
    b. knives

11. sheep

    a. sheeps
    b. sheep

12. goose

    a. gooses
    b. geese

13. secretary

    a. secretarys
    b. secretaries

14. woman

    a. woman's
    b. women

15. T

    a. Ts
    b. T's

16. Mary

    a. Mary's
    b. Marys

17. businessman

    a. businessmans
    b. businessmen

18. Mr.

    a. Mrs.
    b. Messrs.

PRONOUN ANTECEDENTS AND SUBJECT PREDICATE AGREEMENT

19. Every member of the department should give (a) his, (b) their full support.

20. The company has many men on (a) their (b) its payroll.

21. Neither of the managers submitted (a) his (b) their report on time.

22. The company issued the report to (a) their (b) its stockholders in March.

23. Neither of the boys (a) is (b) are in the Navy.

24. He is the only one of the delegates who (a) agree (b) agrees with me.

25. The car skidded on the ice and now (a) lays (b) lies in the ditch.

26. Either of the procedures (a) are (b) is perfectly satisfactory.

27. There (a) is (b) are a number of factors to be considered.

28. Neither the teacher nor the student (a) was (b) were ready with the play.

29. He said that he has (a) swam (b) swum regularly for years.

30. It (a) don't (b) doesn't matter what they say.

31. Our department planned (a) its (b) their budget for next year.

32. The board will have (a) its (b) their meeting this afternoon.

33. Neither he nor (a) I (b) me think that your plan will work.

34. Would you please remind Miss Thomas and (a) her (b) she.

35. Jim, as well as his advisors, made (a) his (b) their views clear.

36. Either Sue or Marge will begin (a) her (b) their vacation on Friday.

37. The matter of (a) who (b) whom is to represent us must be settled.

38. You are one of ten people (a) who (b) whom we have selected, Ruth.

39. Everyone is expected to do (a) his (b) their full share of the work.

40. To (a) who (b) whom should the letter have been addressed?

41. Miss Harper is one of the people (a) who (b) whom you can trust.

42. Neither (a) them (b) they nor John felt the decision was wise.

43. Ed and (a) us (b) we are pleased that you agree with the plan.

44. Why should you and (a) us (b) we be penalized?

USING IS AND ARE (Select (a) or (b))

45. Everybody (a) is (b) are going to the dance.

46. I believe that someone (a) is (b) are coming.

47. Each of us (a) is (b) are responsible for the accident.

48. The news in the paper (a) is (b) are bad.

49. The majority (a) are (b) is in favor of the bill.

50. Many students find athletics (a) is (b) are fun.

51. Everyone (a) is (b) are here today.

52. Neither of us (a) is (b) are going.

53. None of the children (a) are (b) is invited.

54. The committee (a) is (b) are meeting tonight.

55. Neither Mary nor John (a) is (b) are interested in the job.

56. He, as well as his sister, (a) is (b) are living at home.

IDENTIFY COMPLETE SENTENCES (A-complete; B-incomplete)
DIRECTIONS: Write "A" or "B" before each of the following.

57. Among the many benefits
58. I think you will agree
59. Because I do not understand
60. If you cannot help us
61. I can believe it
62. She called my name
63. In the word
64. Having eaten the pie
65. Many messages were received
66. I am very well

POSSESSIVES (Select (a) or (b))
DIRECTIONS: Circle the letter of the correct answer.

67. several (a) employees' (b) employee's

68. each (a) days' (b) day's assignments

69. both (a) lady's (b) ladies' coats

70. every (a) company's (b) companies' profits

71. after five (a) hour's (b) hours' study

72. a (a) month's (b) months' notice

73. every (a) secretary's (b) secretaries' job

74. two (a) week's (b) weeks'notice

CHOOSING THE RIGHT WORD (Select (a) or (b))
DIRECTIONS: Circle the letter of the correct answer.

75. This pie tastes (a) good (b) well.

76. She has done (a) good (b) well on her job.

77. Your handwriting is (a) quiet (b) quite legible to me.

78. The news made her feel (a) bad (b) badly.

79. His voice sounds (a) different (b) differently tonight.

80. I prefer (a) this (b) these kinds of envelopes.

81. No one can be (a) to (b) too careful.

82. Close the door (a) slow (b) slowly.

83. The candy was divided (a) between (b) among the four sisters.

84. I am going to (a) lay (b) lie down for a while.

85. Please (a) lie (b) lay the books on the desk.

86. The car was (a) laying (b) lying on its side in the ditch.

87. Won't you (a) set (b) sit down?

88. You had better (a) sit (b) set that typewriter down before you drop it.

89. Her paper was (a) tore (b) torn to pieces.

90. You should not have (a) took (b) taken that road.

91. When you apply for a job, you usually see the (a) personal (b) personnel manager.

92. Crop failure will (a) affect (b) effect food prices.

93. (a) It's (b) Its the wind that makes me cold.

94. The dog is wagging (a) it's (b) its tail.

HOMONYMS (Select (a) or (b))
DIRECTIONS: Circle the letter of the correct answer.

95. This letter will be (a) routed (b) rooted to various departments.

96. Certain parts of the typewriter are (a) excessible (b) accessible.

97. The (a) principal (b) principle retired in June.

98. How much was your bus (a) fair (b) fare?

99. Do you know the (a) receipt (b) recipe for sponge cake?

100. No one is (a) aloud (b) allowed past the gate.

101. We could find no one (a) their (b) there.

102. I can't (a) hear (b) here what you are saying.

103. It was not (a) our (b) are fault.

104. My boss doesn't have much (a) tack (b) tact in dealing with his employees.

PUNCTUATION AND NUMBERS (A-Correct; B-incorrect)
DIRECTIONS: Write "A" or "B" before each of the following.

105. How many times have you been in this predicament Paul
106. The discount however applied only to payments mailed within the discount period.
107. Delivery service, too, has improved.
108. Have you read all the instructions, and are you sure you fully understand them?
109. The list you have is completely up-to-date and it should meet your requirements.
110. As you know the policy will remain in effect.
111. It's your's to use as you wish.
112. First congratulations to you and Jim.
113. The following are the dates of the meetings: June 1 June 15 and July 1
114. If possible take the ten o clock train.
115. Please sign date and return four copies.
116. Miss Wilsons boss recommended that she be promoted, as soon as possible.
117. 800 people are employed here!
118. By June 14th we had completed paying the entire $900.00.
119. She waited for 6 hours.
120. Our home address is 3,345 E. 10th Avenue.

MAKING CORRECT COMPARISONS
DIRECTIONS: Circle the letter of the correct answer.

121. She is (a) more smaller (b) smaller than her brother.

122. Mary is the (a) heavier (b) heaviest in her family of eight.

123. Math is the (a) more difficult (b) most difficult of my five subjects.

124. I can jog (a) further (b) farther than my girlfriend.

125. She wants to buy the (a) later (b) latest of the two editions.

126. These tables are (a) more sturdier (b) sturdier than those.

127. Which of the three coats is (a) expensiver (b) most expensive?

128. Is this the (a) best (b) better of the two cars?

129. That is the (a) most square (b) most nearly square box of the three.

130. He is the (a) baddest (b) worst dancer I have ever danced with.

See Key pp. 172-173

NOTE: Keys for the following WORKSHEETS, pp. 122-143 are located on pp. 174-182.

Distinguishing Sentences, Clauses, and Phrases

Indicate whether each group of words is a phrase, a dependent clause, or a sentence (independent clause) by placing a check mark under the appropriate heading.

		Phrase	Clause	Sentence
1.	among the many benefits			
2.	I think you will agree			
3.	because I do not understand			
4.	in the Red River Valley			
5.	between the house and the garage			
6.	I can believe it			
7.	if you cannot help us			
8.	when the mail is delivered			
9.	she called my name			
10.	in the world			
11.	as long as we are together			
12.	oh, I forgot something			
13.	the mechanic was called			
14.	if you cannot concentrate			
15.	as level as our driveway is			
16.	you or I should go			
17.	many messages were received			
18.	there were no accidents yesterday			
19.	through the garden			
20.	the noise startled us			
21.	I went to the meeting			
22.	but she speaks clearly			
23.	it was an unusually large vase			

		Phrase	Clause	Sentence
24.	but she cannot be moved			
25.	to settle the estate			
26.	whoever registers today			
27.	under the folder			
28.	was concealed by him			
29.	I am very well			
30.	the driver slowed down			
31.	May saw the accident			
32.	having eaten the pie			
33.	I answered him			
34.	working in small groups			
35.	walking is good exercise			
36.	although the cartons were damaged			
37.	to pick the best			
38.	although she was late			
39.	under consideration			
40.	if you leave before dark			
41.	we enjoy the parks			
42.	wherever are you going			
43.	this is the best season			
44.	she closed the door			
45.	they said good-bye			
46.	the light was burning			
47.	here is your chance			
48.	after the party was over			
49.	to see the sun			
50.	with that of an amateur			

MAKING SUBJECT AND VERB AGREE

Underline the simple or the compound subject, then write the correct verb in the answer column.

1. Our system of filing all records (has, have proved to be very efficient. _____

2. Among the curios and oddities (are, is) a building made of seashells. _____

3. Five hundred dollars (is, are) the full price. _____

4. Mr. Smith, as well as his co-workers, (take, takes) pride in the new headquarters. _____

5. Garden Ideas (sell, sells) for $4 a copy. _____

6. A number of the offices (are, is) carpeted. _____

7. The president and general manager of our company (drive, drives) to work every day. _____

8. The committee (meet, meets) bimonthly. _____

9. One or the other of the amounts (are, is) wrong. _____

10. He and she (do, does) good work. _____

11. The news (come, comes) as a surprise to us. _____

12. The office staff (hold, holds) varying opinions about the proposed reorganization. _____

13. Neither he nor they (know, knows) about it. _____

14. Every man and woman (has, have) responsibilities that must be met. _____

15. The agenda (require, requires) editing. _____

16. A complete list of names and addresses (are, is) attached. _____

17. Skill and knowledge (are, is) essential _____

18. Some of the men (attend, attends) regularly. _____

19. Each of the books (was, were) donated. _____

20. Accurate data (are, is) available. _____

21. Each coin and each bill (was, were) ready to go. _____

22. Neither she nor I (was, were) ready to go. _____

23. A carton of bond paper and envelopes (was, were) shipped to them yesterday. _____

CHOOSING THE RIGHT WORD

Choose the word that correctly completes the sentence; write the word in the answer column.

1. I have (swam, swum) two miles. _____

2. Bob, accompanied by his two sisters (was, were) at the picnic. _____

3. The book (lays, lies) on the desk by the window. _____

4. This is one of those windy days that (are, is) well-known in our region. _____

5. The jury (are, is) delivering the verdict now. _____

6. She (doesn't, don't) have all the answers. _____

7. If there (was, were) good reasons for the delay, I have not heard them. _____

8. Measles (are, is) a childhood disease. _____

9. Neither Mr. Weams nor his assistants (are, is) in the office today. _____

10. The driver (ran, run) into a fire hydrant. _____

11. The owner and editor of the Valley News (are, is) to be here for the fashion show. _____

12. She found her purse (laying, lying) on the floor. _____

13. I (did, done) my best to convince him. _____

14. Mumps (are, is) contagious. _____

15. The scissors (are, is) on sale today. _____

16. How (many, much) wheat did we export this year? _____

17. The number of accidents (was, were) quite small. _____

18. The stories told by my father still (live, lives). _____

19. The owner and the manager (decide, decides) the prices to be charged. _____

WORKSHEET

Identifying Words Used as Nouns

Directions: Underscore all words used as nouns (names a person, place, thing or quality)

1. A neat appearance is important.

2. The tongue can be your worst enemy; guard all that you say for fear that you may hurt innocent persons.

3. A good education opens the door to success in many fields of endeavor.

4. He asked for justice in the case; Judge Thomas told the prisoner that he certainly would receive fair treatment.

5. You may make your recommendation.

6. Be sure to gather all the data necessary for a good story: when the inn was built, whether Marion Sparks designed the doorway, and who landscaped the grounds.

7. Automation has changed the work in our department.

8. Our expectations for a happy summer were realized; the people in our party were especially good company.

9. The manager asked the office staff if they would come to his office at three.

10. His reaction to the proposal was not one of pleasure; James thought that the new superintendent showed poor psychology in giving such severe rulings.

11. We have not answered his letter.

12. Thieves stole the crates of tomatoes off the loading platform just before the truck arrived for the shipment.

13. Do we have your assurance that all of us will retain our citizenship? We want to remain citizens of the United States.

14. Grapes, apples, peaches, pears, bananas, and oranges--all are common fruits in the American household.

15. They traveled to Salt Lake City, Los Angeles, San Francisco, Portland, and then up to Seattle and Vancouver. Tom's father enjoyed hunting, fishing, and skiing.

16. The Army, the Air Force, the Navy, and even the Coast Guard will enter floats in the parade this week in Wenatchee; this event is known as the Apple Blossom Festival.

17. Discourtesy on the part of any employee may cost a company valuable customers.

18. Mr. Adams received a cash award for the suggestion he made last month.

19. The office will close at one on the Friday before Christmas.

20. Many companies make it a practice to conduct training programs.

Identifying Nouns and Pronouns

For each line of words, indicate the nouns in the left-hand column and the pronouns in the right-hand column. Write the words in the order in which they appear.

	NOUNS		PRONOUNS
1.	_____	boy, was, his, army, happy, its	_____
2.	_____	learn, him, train, kite, ask	_____
3.	_____	her, understand, book, May, it	_____
4.	_____	linger, employee, theirs, plead	_____
5.	_____	ramble, ice, him, lamp, numbers	_____
6.	_____	do, Mr. Barker, she, the, Africa	_____
7.	_____	moss, allow, door, theirs, my	_____
8.	_____	recipe, everyone, truth, insecure,	_____
9.	_____	our, plum, plump, nobody, it, whom	_____
10.	_____	New York, I, either, us, book, we	_____
11.	_____	bridge, forsake, upon neither, her	_____
12.	_____	Paris, them, you, me, apples, it	_____
13.	_____	the, girl, which, ours, red, apply	_____
14.	_____	into, wall, this, hers, onion, over	_____
15.	_____	jury, Chicago, because, across, what	_____
16.	_____	subject, crochet, Tom, bird, who, its	_____
17.	_____	table, yours, Joyce, myself, whom	_____
18.	_____	around, pity, noun, biology, we	_____
19.	_____	error, in, a, doctor, since, those	_____
20.	_____	integrity, them, ourselves, clever, shy	_____
21.	_____	it, those, party, ransack, choose	_____
22.	_____	belief, we, our, careful, sorrow	_____
23.	_____	she, Troy, idea, himself, market	_____
24.	_____	itself, latern, we, ourselves, under	_____
25.	_____	joy, Idaho, us, the, we, hers, cattle	_____

WORKSHEET

COLLECTIVE AND MASS NOUNS

Directions: If a verb or a pronoun is incorrectly used with a collective or a mass noun, underline the error and write your correction in the answer column. If a sentence is correct, write OK in the answer column.

1. The committee meet once a month. _____
2. One pair of tickets were lost. _____
3. Every group must contribute their share. _____
4. These news surprised everyone. _____
5. The company opened their new offices today. _____
6. The trio are singing their last number. _____
7. Their team are in first place. _____
8. He asked the staff for their suggestions. _____
9. Where were the orchestra rehearsing? _____
10. These merchandise were damaged. _____
11. Some kerosene were spilled on the floor. _____
12. The oil in the motors have been changed. _____
13. The flock of sheep have been sold. _____
14. This team of experts made their report. _____
15. The information were obtained from Bill. _____

In the space provided, write the plural form of each noun; if the noun has no plural form, write None.

16. faculty _____
17. quartet _____
18. series _____
19. honesty _____
20. difficulty _____
21. experience _____
22. staff _____
23. wheat _____
24. validity _____
25. jury _____

WORKSHEET

USING PERSONAL PRONOUNS

Directions: Which of the pronouns is correct? Write your answer in the answer column.

1. All of (us, we) admire Dave's courage. _____
2. The story was written by (her, she). _____
3. (Their, Them) prices are reasonable. _____
4. (He and I, He and me) drafted the report. _____
5. Which of these is (your, your's, yours)? _____
6. Lee said that (he, him) worked overtime. _____
7. Jim and (her, she) applied for the job. _____
8. Would you want (he, him) for a boss? _____
9. Maybe (them, they) will be satisfactory. _____
10. Kathleen told John and (I, me). _____
11. Is this suggestion (her's, hers)? _____
12. Mark and (I, myself) reported the theft. _____
13. Everyone heard (their, them) arguing. _____
14. Would you object to (me, my) leaving early? _____
15. That is (her, she) talking on the phone. _____
16. No one can do a better job than (her, she). _____
17. Were (them, they) the lucky ones? _____
18. One of (us, we) clerks will help you. _____
19. Neither of those is (our, our's, ours). _____
20. I would like to see (he, him) now. _____
21. Visiting (them, they) was a pleasure. _____
22. Between (them and us, they and we) we finished the work on time. _____
23. (Their, Their's, Theirs) has won the prize. _____
24. You were more successful than (he, him). _____
25. Do you object to (our, us) contacting him? _____

WORKSHEET

USING INDEFINITE PRONOUNS

Directions: Underline each error in form or agreement; write the necessary correction i the answer column. If a sentence is correct, write OK.

1. All of them is to be sent special delivery. _____
2. Each of the managers gave their approval. _____
3. Neither of those offices are open today. _____
4. She does every thing a secretary should do. _____
5. Most of the information are correct. _____
6. We expect everyone to do your own work. _____
7. Some one of the unlabeled cartons contains inter-office envelopes. _____
8. One of the bids were much higher than yours. _____
9. Do any of you wants to attend the seminar? _____
10. Some of the vegetables was spoiled. _____
11. Everyone of the checks has been issued. _____
12. Much of the typing remain to be done. _____
13. Every one of the apartments are vacant. _____
14. If anyone calls, have them leave a message. _____
15. Each department has their own receptionist. _____
16. Anyone can tell when they are being flattered. _____
17. One of the department stores are moving here. _____
18. None of the gasoline were spilled. _____
19. Most of us have submitted their applications. _____
20. We welcome everyones suggestions. _____
21. No one was able to help us this morning. _____
22. Everyone know that they must do their best. _____
23. Each of us knows our duties. _____
24. Everyone did all they could do. _____
25. Both of the amounts was inaccurate _____

WORKSHEET

USING WHO, WHOM, AND WHICH

Directions: Complete the following sentences by inserting who, whom, or which. Remember to use who and whom for people, which for animals and things.

1. _____did you see first, Mr. Allen or Mr. Charles?
2. With _____did you work?
3. She is a girl_____I believe will be a good secretary.
4. To_____am I indebted for this position?
5. This is the man_____Mr. Jones said would make the report.
6. This is the house for _____I paid $15,000.
7. A man _____has good principles will be admired.
8. This horse, _____I bought yesterday, is a pacer.
9. Miss Jones is a woman _____we can trust.
10. Please ask _____is calling.
11. This is a company for _____I have high regard.
12. There is no doubt as to _____deserves the raise.
13. The matter of _____is to represent us must be decided at once.
14. You may rent my house to a man _____, in your estimation, is reliable.
15. I have been talking to the man _____ you hired yesterday.
16. I left the statement with the girl _____I thought was the cashier.
17. The prize will go to Jim Hawkins,_____, I have every reason to believe won it fairly.
18. The man_____is always loyal to the company should have the promotion.
19. She did not know _____to expect for dinner.
20. These companies,_____I can recommend without hesitation, sell bricks.
21. The new book, _____ is on the table, gave us an idea.
22. As to _____is head of the committee, we have no information.
23. He,_____we have been investigating, has shown himself to be innocent.
24. She asked, "_____did you invite to lunch?"
25. He is the boy_____, we understand, has the best record in the class.

WORKSHEET

FORMING SINGULAR AND PLURAL POSSESSIVES

Directions: Insert apostrophes where needed in the following sentences. Remember that each apostrophe must be placed in its exact position.

1. A childrens home was built in Dover.
2. They are advertising girls bicycles today.
3. Several series have been played this summer.
4. There were three 38s in the list checked by the tellers.
5. The Boston Taxpayers League is broadcasting tonight.
6. Wilkes and Ross is building a students dormitory.
7. This gentleman sells doctors and nurses supplies.
8. These teachers salaries are too low.
9. Seven members dues are delinquent.
10. The Carpenters Union and the Citizens Protective League are meeting in joint session.
11. He has owed the roofing bill for three months.
12. A few days delay would cause serious difficulties.
13. Automatic oil heat is used in several of your neighbors homes.
14. The secretarys report was read at the stockholders meeting.
15. Mr. Charles will was read after several relatives requests.
16. We are having a month-end sale of boys, girls, womens, and mens shoes.
17. Mr. Hughes dogs annoy the neighbors.
18. A creditors meeting will be advertised in three weeks.
19. It is only ten minutes walk to our cashiers office.
20. St. Johns Cathedral will be completed in five years.
21. All employees names are listed in the timekeepers office.
22. Many competitors bids are lower than his.
23. It is everybodys duty to vote.
24. Our salesman found that dealers stocks are generally quite low.
25. Nathan Cooper, the foremans, judgment is good.

WORKSHEET

FORMING POSSESSIVES OF NOUNS

Directions: In the answer column, write the correct possessive form of each noun in the parentheses. If possession should be indicated by a phrase, write the phrase.

1. several (employee) homes _____
2. (Mr. Hicks, our manager) address _____
3. the (envelope) flap _____
4. each (day) assignments _____
5. both (lady) coats _____
6. the (Attorney General) signature _____
7. the (difficulty) cause _____
8. many (agency) fees _____
9. (Mr. Marks) assistant) _____
10. our (editor in chief) comments _____
11. the (sheep) grazing habits _____
12. every (company) profits _____
13. (Edsel Ford, Jr.) position _____
14. the (Swartz) vacation plans _____
15. after (five hours) study _____
16. a (month) notice _____
17. these (salesman) reports _____
18. every (secretary) job _____
19. the (car) motor _____
20. (Macy) branch stores _____
21. (Bruce and Harold) mother _____
22. the (deer) tracks _____
23. manufactures (child) apparel _____
24. (President Johnson and President Nixon) policies _____
25. (Wilkes & Ross) employees _____

WORKSHEET

INDICATING DEGREE OF ADJECTIVES

For each adjective, give the comparative and superlative degree forms.

Positive Degree	Comparative Degree	Superlative Degree
1. good		
2. bad		
3. strange		
4. critical		
5. angry		
6. many		
7. unusual		
8. lively		
9. little		
10. steady		
11. studious		
12. few		
13. happy		
14. neat		
15. familiar		
16. far (distance)		
17. far (degree)		
18. late		
19. much		
20. high		
21. low		
22. tall		
23. attractive		
24. efficient		
25. kind		

WORKSHEET

Selecting Articles: A or An

Write a or an, whichever is correct, before each word or group of words.

1. _____recent letter
2. _____office
3. _____accident
4. _____university
5. _____hour
6. _____applicant
7. _____heir
8. _____uniformed guard
9. _____idea
10. _____aptitude
11. _____actual experience
12. _____obligation
13. _____history
14. _____informed speaker
15. _____element of risk
16. _____honest man
17. _____intricate problem
18. _____invoice
19. _____hurry
20. _____agreement
21. _____itemized statement
22. _____envelope
23. _____airmail stamp
24. _____order
25. _____cordial welcome
26. _____court injunction
27. _____duplicate copy
28. _____June graduate
29. _____up-to-date store
30. _____telephone call
31. _____opportunity
32. _____contract
33. _____advertising medium
34. _____file folder
35. _____Californian
36. _____enclosed envelope
37. _____upper story
38. _____executive memo
39. _____unhappy child
40. _____annual picnic
41. _____hearty laugh
42. _____January sale
43. _____information desk
44. _____competitor
45. _____new machine
46. _____honorary degree
47. _____personal visit
48. _____sheet of paper
49. _____reference manual
50. _____urgent request

WORKSHEET

USING CORRECT FORMS OF ADJECTIVES

1. He is the _____boy in the class. (tall)
2. She is _____than her brother.
3. Seattle is the _____city in Washington.
4. Glacier is the _____of all our national parks. (beautiful)
5. John is_____than his sister. (happy)
6. This story is_____than that. (unusual)
7. His experience was the_____of all that were told. (ridiculous)
8. Arithmetic is the_____of my five subjects. (difficult)
9. She has_____suits than Mabel. (few)
10. Mary is the_____in her family of eight. (heavy)
11. That is the_____thing you could have said. (unkind)
12. Their school is_____than ours. (new)
13. This machine requires_____workers than we had last last year. (less, few)
14. There is_____money in my account than I had thought. (some)
15. She wants the_____of the three we considered. (good)
16. My excuse is_____than yours. (acceptable)
17. His picture is the_____of the three we considered. (good)
18. This paper is of a_____date than yours. (late)
19. You can obtain_____information by telephoning him. (far)
20. I walk_____than you do. (far)
21. This glove is_____than the other. (small)
22. After trying both pianos, you can decide which is the____one. (good)
23. She is the_____teacher in our school. (patient)
24. The_____words I say, the better for all of us. (less, few)
25. This horse has run the_____. (far)

WORKSHEET

CHOOSING VERBS AND ADVERBS

One of the words enclosed in parentheses in each of the following sentences is correct; the other is incorrect. Underline the correct word in each sentence; write your answers in the space provided.

1. This pie surely tastes (good, well). _____
2. Take this test as (rapid, rapidly) as you can. _____
3. (Most, Almost) people enjoy fishing. _____
4. Your penmanship looks (quite, quiet) legible. _____
5. She has done (good, well) in her field. _____
6. Office managers should dictate as (clear, clearly as possible. _____
7. Please speak (plainly, plain) enough so that he is sure to understand. _____
8. The accident caused him to feel (bad, badly). _____
9. His hotel is (farther, further) away than I expected. _____
10. This address looks (strange, strangely) to me. _____
11. She looks (good, well) in that new coat. _____
12. He is (quite, quiet) good in mechanical drawing. _____
13. The director is (extraordinary, extraordinarily) busy. _____
14. The teacher appears (unhappy, unhappily) over the incident. _____
15. Any person can speak (bitterly, bitter) when trouble comes. _____
16. The tables were (alphabetic, alphabetically) arranged. _____
17. She sings (beautiful, beautifully). _____
18. How (cold, coldly) the moon appears tonight. _____
19. The man looked (angry, angrily) at the child. _____
20. He swims (good, well). _____
21. My sister types (accurate, accurately). _____
22. His voice sounds (different, differently) tonight. _____
23. Your letters are (good, well) and you punctuate (well, good). _____
24. Tom types (quick, quickly) and his work is (accurately, accurate). _____
25. Miss Carlson swims very (good, well). _____

WORKSHEET

CHOOSING THE RIGHT WORD

Directions: Choose the word that correctly completes the sentence. Write your answer in the space provided.

1. Your handwriting looks (quiet, quite) legible to me. _____
2. The news made her feel (bad, badly). _____
3. The names were listed (alphabetic, alphabetically). _____
4. His voice sounds (different, differently) tonight. _____
5. You swim very (good, well). _____
6. This address looks (strange, strangely) to me. _____
7. I prefer (these, this) kind of envelopes. _____
8. Was he (bitter, bitterly) about the outcome? _____
9. She speaks too (soft, softly). _____
10. He writes (good, well) letters. _____
11. She knows how to punctuate (good, well). _____
12. Close the door (slow, slowly). _____
13. The project was (successful, successfully). _____
14. The hotel is (farther, further) away than I thought. _____
15. Who is going (beside, besides) Margaret? _____
16. No one can be (to, too) careful. _____
17. Is her writing (legible, legibly)? _____
18. She is a (neat, neatly) person. _____
19. We couldn't see the paintings very (good, well). _____
20. Is the report issued (annual, annually)? _____
21. Be sure to speak (distinct, distinctly). _____

WORDS USED AS CONJUNCTIONS

Underline all conjunctions in the following sentences.

1. Lewis and Clark explored for the United States Government.
2. As I had requested, the boy left the paper.
3. Both John and Bill will graduate this year.
4. Because I nominated Mr. Harkins, he decided he would accept.
5. I cannot go, since my father will be out of town.
6. He is not so tall as his brother.
7. Either Tom or Jim will attend the meeting.
8. Unless Jane and Alice call before midnight, they will not be accepted.
9. I do not know whether she attends college or not.
10. While I was attending the party, our house burned to the ground.
11. You may think it is wise, but James disagrees with you.
12. She did not know that Mother and Tom had seen her.
13. Do not plant shrubs when the ground is wet.
14. Violets and lilies go well together.
15. Mabel did not answer the telephone, although it rang several times.
16. Whether you move away or not, we shall keep the house.
17. Not Dennis but Mark built the redwood fence.
18. Although the papers are here, the deed is not.
19. We must patent the device; otherwise, someone else may profit by it.
20. Not only Marie but also Betty had 15 correct answers.

PREPOSITIONAL PHRASES

In the following sentences, underline each prepositional phrase.

1. You may bring anyone but him to the party at my home.

2. To settle the estate of Mr. Harold Bates, we had to go to court.

3. To feel at ease was the aim of the speaker.

4. Which of the two did you choose to go with you?

5. They were all to go to the store but Jim.

6. I shall give you the best book of my entire library.

7. I went to the show, but he went for a swim.

8. Talking in the library is forbidden.

9. To visit the museum in the morning, we had to leave at 6 a.m.

10. The lamp in my room is too dim for me to see clearly.

11. I closed the door to shut off the noise of the tractor.

12. This is good weather for planting roses.

13. I expect to send you a book for your birthday, on March 6.

14. During the coming year, I shall try to make more friends.

15. To worry before going to sleep is not good.

16. They ran across the fiery logs to the stream.

17. During the fall, he tried to sell the car for his brother.

18. I am going to read from good books during the evening.

19. Beneath the house they are going to build a playroom for the children.

20. This is an opportunity to save 50 percent on a new fall suit.

USING HYPHENS CORRECTLY

Insert hyphens where they are needed in the following sentences.

1. This is a first class arrangement.
2. The building is 13 stories high.
3. My secretary keeps the files up to date.
4. The platform was flag draped.
5. The station broadcasts up to the minute news every hour.
6. His hit and miss methods make him inefficient.
7. The room is 12 feet wide and 20 feet long.
8. Two thirds majority is necessary in this nationwide poll.
9. The first class to graduate will be our guests.
10. One and one half of the one way fare will be charged.
11. She is self supporting.
12. The pro American vote is heavy.
13. These prize apples are sold in 5 and 10 box allotments.
14. The directions in this 10 page booklet are self explanatory.
15. He bought an apartment house that is three stories high.
16. Hand me that 36 inch rule, please.
17. The ex President will appear on television.
18. A made to order suit will cost $95.
19. She is having a coat made to order.
20. Three and one half cents a pound is the rock bottom price.
21. I am glad that he writes down to earth poems.
22. The three room apartment has a 7 foot ceiling.
23. She used one fourth of the batter when she made the cake.
24. He disliked the routine of day to day business.
25. These are beautifully arranged flowers.

WORKSHEET
EXPRESSING NUMBERS CORRECTLY

Underline each incorrectly expressed number; then write the number correctly in the answer column. If the numbers in a sentence are written correctly, write OK.

1. We need 12 8-foot boards. _____
2. $85 was not a reasonable price. _____
3. We drove north 27 miles and east ½ mile. _____
4. He build twelve homes in 3 years. _____
5. She paid two dollars for it. _____
6. We charge seven cents for them. _____
7. Send it to #1340 Ash Street. _____
8. We canceled our June 5th order. _____
9. It is past 5 o'clock. _____
10. Could you leave at three p.m.? _____
11. We sold four hundred tickets. _____
12. She is twenty-five years old. _____
13. The baby is one year 15 days old. _____
14. 3½ tons of coal were used this month. _____
15. We received a fifteen percent discount. _____
16. 38% of the accidents were due to drunken driving. _____
17. Please give me 12 large envelopes, 6 small envelopes, and 18 letterheads. _____
18. There were twenty-three schools in the city. _____
19. He gave his date of birth as 5/25/50. _____
20. Please ship 6 of model no. 420. _____
21. She was 10 years old on the 10th of July. _____
22. Their address is 1 Park Avenue. _____
23. Please give me 4 8-cent stamps. _____
24. You may talk 3 minutes for 75 cents. _____
25. Our address is 3,347 East 10th Street. _____

USAGE 20

Directions: *Select the correct form in parentheses and write your answer in the column at the right.*
References: ¶1101. *The individual entries are listed alphabetically. If you have difficulty in finding an entry, consult the list at the start of Section 11 (on pages 210–211) of the* Reference Manual).

	ANSWER
1. The Gregorys will have (a, an) one-week stopover in Palm Springs.	1. _____
2. The new tax increase will surely (affect, effect) our pricing structure.	2. _____
3. The sales force is (already, all ready) for the new fall product line.	3. _____
4. We'll be glad to help in (anyway, any way) that we can.	4. _____
5. A large (amount, number) of people attended this year's auto show.	5. _____
6. I will be traveling through Spain for (awhile, a while) this summer.	6. _____
7. The reason for the delay is (because, that) we ran out of stock.	7. _____
8. If she (don't, doesn't) want the sweater, have her return it for credit.	8. _____
9. Does anyone (beside, besides) you know the MacAuliffes?	9. _____
10. The playoffs have been canceled (due to, because of) heavy rains.	10. _____
11. Analyze the problem (farther, further) before recommending a solution.	11. _____
12. We've had (fewer, less) complaints ever since the product was redesigned.	12. _____
13. (First, Firstly), we need to reduce our heavy turnover in personnel.	13. _____
14. Under the circumstances, Stan is working as (good, well) as he can.	14. _____
15. I doubt (if, whether) we'll be able to make the party on the 15th.	15. _____
16. From what Sue said, I (implied, inferred) that she won't be back.	16. _____
17. Fred has been (laying, lying) down on the job lately.	17. _____
18. There (maybe, may be) some attempt at a settlement tomorrow.	18. _____
19. More (important, importantly), it works better than the other models.	19. _____
20. Anyone could (of, have) seen through that ruse.	20. _____
21. Stock prices have been (raising, rising) all this month.	21. _____
22. You can (set, sit) the extra desk in my office while I'm gone.	22. _____
23. I will call Mary myself (so, so that) we can get to the bottom of this.	23. _____
24. Glen saw her at Lake Tahoe (sometime, some time) ago.	24. _____
25. We (sure, surely) appreciate all you have done for us.	25. _____
26. Most of our customers prefer (this, these) kind of desk chair.	26. _____
27. If you (would have, had) told me your arrival time, I would have met you.	27. _____
28. We are all (anxious, eager) to see the pictures of your new boat.	28. _____
29. I don't know (as, whether) I can reveal that information.	29. _____
30. I am writing (in regard to, in regards to) your letter of June 3.	30. _____

Directions: *If the boldface word or phrase is correct, write C in the answe... in. If the word or phrase is incorrect, supply the correct form.* **References:** *Section 11.*

31. The lamp was **accidently** dropped as it was being repacked. 31. _____
32. I always enjoy these occasions that bring our old group **altogether.** 32. _____
33. The responsibility will have to be divided **between** the four of us. 33. _____
34. Has John kept you **appraised** of the latest turn of events? 34. _____
35. We're not doing too **bad** since we moved to St. Louis. 35. _____
36. Whatever information passes between you and **me** is confidential. 36. _____
37. **Less** than five people called in response to our ad. 37. _____
38. We have built our **new warehouse further** out from the downtown district. 38. _____
39. I **graduated** from Emory University with a B.S. in economics. 39. _____
40. It looks **like** you may come in first in sales after all. 40. _____
41. What **kind of a** reception do you think we should plan? 41. _____
42. We handled people **different** in the old days. 42. _____
43. Because of her asthma, Jean needs to move to a **healthier** climate. 43. _____
44. Please come **into** see me when you are next in town. 44. _____
45. I left the Colson file **lying** next to the telephone directory. 45. _____
46. Will you please **leave** me see the summary of your report? 46. _____
47. Mr. Grove would like you to follow **upon** the Kelso matter. 47. _____
48. We thought the announcement came off **real** well. 48. _____
49. I received your letter and will answer **same** next week. 49. _____
50. We try to **service** our customers efficiently and courteously. 50. _____
51. Be **sure and** call in on your way back from London. 51. _____
52. Our cash position is much stronger **then** it was a year ago. 52. _____
53. Both sides in the dispute are slowly moving **towards** a compromise. 53. _____
54. The corporation has come a long **ways** from its start in 1933. 54. _____
55. This new product line will put us **indirect** competition with Bascom. 55. _____
56. All of us prefer **this here** color to all the others you suggested. 56. _____
57. We are trying to get **a** FHA loan for our new house. 57. _____
58. Since you made the service call, everything has worked **alright.** 58. _____
59. Please be sure to **bring** the contracts to Mr. Hellman when you go to visit him next Saturday. 59. _____
60. I wish we knew who **done** the original construction. 60. _____
61. Will they be able to **learn** me how to improve my English? 61. _____
62. Your procedure is **different than** the one I learned in school. 62. _____
63. The two of us need to sound out **one another's** ideas before we go to the conference. 63. _____
64. These slowdowns are becoming an **everyday** occurrence. 64. _____
65. **Every one** of you deserves to be congratulated for doing a fine job. 65. _____

USAGE (Continued)

Directions: *If the boldface word or phrase is correct as given, write C in the answer column. If the word or phrase is incorrect, supply the correct form in the answer column.* **References:** ¶1101. *The individual entries are listed alphabetically. If you have difficulty in finding an entry, consult the full listing of entries at the start of Section 11 (on pages 210–211 of the* Reference Manual).

ANSWER

1. The recent changes in work procedures have had a real **affect** on output. 1. _____
2. Talk to some workers **age** 55 and older, and ask their opinion. 2. _____
3. The research group is **all most** ready to release its latest findings. 3. _____
4. We all feel very **badly** about your losing your job. 4. _____
5. I'll make a point of seating you **besides** the speaker. 5. _____
6. Our expenses for the month of July are **all together** too high. 6. _____
7. I don't doubt **but what** you'll get the raise you asked for. 7. _____
8. I'd like to attend, but I doubt **if** I'll be able to. 8. _____
9. This outstanding sales record is **due to** much hard work. 9. _____
10. We are willing to consider **always** of reducing our costs. 10. _____
11. The five of us should get together and compare notes with **each other**. 11. _____
12. **Everyone** has to work at the convention booth except you and me. 12. _____
13. I'm going to hold on to the stock for **awhile** to see what happens. 13. _____
14. The fabric comes in red, blue, and purple, but I prefer the **former**. 14. _____
15. I bought a used car **off** a neighbor of mine. 15. _____
16. The noise was so loud that **we couldn't hardly** hear ourselves. 16. _____
17. In telling me about the reorganization, Frank **inferred** that he would be promoted to assistant vice president. 17. _____
18. **Incidently,** have you had any word from Tom in Beirut? 18. _____
19. Andy seemed **in different** when I told him my plans. 19. _____
20. We can make no exceptions to this policy, **irregardless** of who the customer may be. 20. _____
21. You **can** take Monday off as long as you make up the time. 21. _____
22. **Most** all of our cash reserves have been used up. 22. _____
23. I know of **no body** on staff with those qualifications. 23. _____
24. An order that large **should of** been phoned in. 24. _____
25. It's time for us to move **onto** a new topic for discussion. 25. _____
26. If the equipment breaks down, the **party** you should call is Roy Metcalf. 26. _____
27. For that job you'll need to type at least 80 words **per** minute. 27. _____

28. We will try **and** help you in any way that we can. 28. _____

29. **Who ever** told you that story was not telling the truth. 29. _____

30. It is time, **than**, to bring this matter to a conclusion. 30. _____

Directions: *Rewrite the following sentences to correct all errors in usage.* **References:** ¶1101.

31. The reason for the layoffs is because most all our customers reduced their orders. _____

32. I am sending your letter onto the president of the company, per your request. _____

33. We could not help from admiring that kind of a performance. _____

34. Both plays were equally as good, but we couldn't get tickets to either, however. _____

35. The amount of orders we received was kind of small. _____

36. Everyone of us enthused over the way the play ended up. _____

37. I cannot help but remember my meeting with ex-President Nixon. _____

38. Television is the one media that we don't scarcely use for our ad campaigns. _____

39. Being that we both like these kind of cigar, why don't we divide this supply among us? _____

40. The latest train leaves the main terminal at about 11:30 p.m. _____

41. Incidently, yesterday Joe served us an excellent breakfast of melon, cereal, bacon and eggs. _____

42. Less men these days are buying items such as hats and ties, etc. _____

43. Please lie the sketch down carefully so it doesn't smudge. _____

44. Like I warned you before, your failure to pay these bills will seriously effect your credit rating. _____

45. Come and see me when you have sometime to spare. _____

(See pp. 193-194 for Key)

BUSINESS ENGLISH FINAL EXAM

CAPITALIZATION: CIRCLE (a), (b), or (c)

1. our local university is granting ed ross a bachelor of science degree.

   a. Our; Ed Ross
   b. Our; Ed Ross; Bachelor of Science Degree
   c. Our; Ed Ross; Bachelor; Science

2. the plane was privately used by the president of the united states.

   a. The; United States
   b. The; President
   c. The; President; United States

3. the late sir winston churchill, former prime minister of great britain lived to be ninety years of age.

   a. The; Sir Winston Churchill; Prime Minister; Great Britain
   b. The; Winston Churchill; Great Britain
   c. The; Sir Winston Churchill; Great Britain

4. most offices will be closed on labor day.

   a. Most
   b. Most; Labor; Day
   c. Most; Labor

5. to reach the manor restaurant, a northerly route is recommended.

   a. To; Northerly
   b. To; Manor Restaurant
   c. To; Manor Restaurant; Northerly

6. we plan to attend advertising meetings in the south and west this fall.

   a. We; South; West
   b. We; Advertising; South; West; Fall
   c. We; Fall

7. she said, "of the vacation spots in america, i prefer glacier national park."

   a. She; America; I
   b. She; America; I; Glacier National Park
   c. She; Of; America; I; Glacier National Park

8. john r. jones, president of our company, will speak at the rotary club meeting today.

   a. John R. Jones; Rotary Club
   b. John R. Jones; President; Rotary Club
   c. John R. Jones; President

PLURALS: CIRCLE (a) or (b)

9. proof

   a. proofs
   b. prooves

10. son-in-law

   a. son-in-laws
   b. sons-in-law

11. 2

   a. 2s
   b. 2's

12. sheep

   a. sheeps
   b. sheep

13. scissors

   a. scissores
   b. scissors

14. company

   a. companies
   b. companys

15. secretary

   a. secretaries
   b. secretarys

16. Mary

   a. Marys
   b. Mary's

17. tornado

   a. tornadoes
   b. tornados

18. handful

   a. handsful
   b. handfuls

PRONOUN ANTECEDENTS AND SUBJECT PREDICATE AGREEMENT: CIRCLE (a) or (b)

19. Each of the writers (a) have, (b) has prepared his own manuscript.

20. Mr. Watts, as well as Mr. Sealy, (a) is, (b) are accepting his responsibility.

21. The jury (a) was, (b) were forming their own conclusions.

22. Neither one of the men (a) are, (b) is applying himself.

23. The chorus (a) doesn't, (b) don't practice again until Thursday.

24. The company issued the report to (a) their, (b) its stockholders in March.

25. Every one of us (a) is, (b) are ready to agree with him.

26. Each of the board members (a) has, (b) have voted on the bond issue.

27. Everyone who wishes to do so may take (a) their, (b) his vacation in July.

28. The jury brought in (a) its, (b) their verdict.

29. He is the only one of the delegates who (a) agree, (b) agrees with me.

30. There (a) is, (b) are a number of factors to be considered.

Business English Final (con't.)

PRONOUNS: CIRCLE (a) or (b)

31. Ted and (a) he, (b) him work for the top executives.
32. Someone inquired about the Potters and (a) they, (b) them.
33. (a) Us (b) We tellers watch closely for counterfeit money.
34. I like to take dictation from Mr. Lane and (a) him, (b) he.
35. Esther and (a) she, (b) her proofread the report.
36. It was (a) he, (b) him who turned in the alarm.
37. This is (a) she, (b) her speaking.
38. The thieves might be (a) them, (b) they.
39. We expected Marie and (a) she, (b) her to be late.
40. Can you tell Jane and (a) me, (b) I what happened.
41. (a) Who, (b) Whom do you expect will be the new treasurer?
42. Please tell us (a) who, (b) whom can do the most accurate work.
43. (a) Who, (b) Whom has been chosen to supervise the office?
44. Mrs. Jason is a person (a) who, (b) whom we have always respected.
45. To (a) who, (b) whom am I speaking?

USING IS AND ARE: CIRCLE (a) or (b)

46. Everybody (a) is, (b) are going to the dance.
47. Each of us (a) are, (b) is responsible for the accident.
48. The news in the paper (a) is, (b) are bad.
49. The majority (a) are, (b) is in favor of the bill.
50. Many students find athletics (a) are, (b) is fun.
51. Everyone (a) is, (b) are here today.
52. Neither of us (a) are, (b) is anxious to go.
53. None of the children (a) is, (b) are invited.
54. The committee (a) are, (b) is meeting tonight.

55. Neither Mary nor John (a) is, (b) are interested in the job.

56. He as well as his sister (a) is, (b) are living at home.

IDENTIFY COMPLETE SENTENCES: WRITE (a) before the numbers of complete sentences and (b) before the numbers of incomplete sentences.

57. Try to locate the revised report.

58. When Mr. Chapin was leaving the building.

59. If you are really interested in a business career.

60. While Miss Smith was on vacation, Miss Holt was in charge.

61. That we already know from experience.

62. Tools and machines which we manufacture.

63. Finally, make sure you understand these principles fully.

64. Wherever our goods are sold and our services are required.

65. Having eaten the pie.

66. Among the many benefits.

POSSESSIVES: CIRCLE (a) or (b)

67. They are advertising (a) girl's (b) girls' bicycles today.

68. These (a) teacher's (b) teachers' salaries are too low.

69. Seven (a) member's (b) members' dues are delinquent.

70. Even one (a) days' (b) day's delay will cause difficulty.

71. The (a) secretaries' (b) secretary's report was read at the meeting.

72. All (a) employees' (b) employee's names are listed in the office.

73. Each (a) days' (b) day's assignments are to be completed on time.

74. I shall give you a (a) months' (b) month's notice.

75. After five (a) hour's (b) hours' study, I still failed the test.

76. Our (a) editor's in chief's (b) editor-in-chief's comments were read.

77. (a) Bruce's and Harold's (b) Bruce and Harold's mother is nice.

78. Both (a) lady's (b) ladies' coats were lost.

79. (a) Mr. Charles' (b) Mr. Charles's last will and testament will be contested.

80. Did you hear (a) who's (b) whose name was called.

81. Is this raincoat (a) her's (b) hers?

82. It is (a) everybody's (b) everybodys' duty to vote.

83. Will you tell me which book is (a) yours (b) your's?

CHOOSING THE RIGHT WORD: CIRCLE (a) or (b)

84. No one can be (a) to, (b) too careful.

85. The candy was divided (a) among, (b) between four sisters.

86. The dog is wagging (a) it's, (b) its tail.

87. You (a) done, (b) did a good job.

88. Part of the letter has been (a) tore, (b) torn off.

89. No folder has been (a) taken, (b) took out of the file today.

90. Have you (a) brung, (b) brought the matter to the clerk's attention?

91. Did Jane invite you to (a) set, (b) sit down?

92. If you are not well, you should (a) lay, (b) lie down for a while.

93. If you (a) sit, (b) set the typewriter on the desk, you will have more room.

94. All the reports are (a) laying, (b) lying on his desk.

95. Drive (a) careful, (b) carefully.

96. Time passes (a) quickly, (b) quick when you are busy.

97. She does (a) good, (b) well on her job.

98. This pie tastes (a) good, (b) well.

99. Your handwriting is (a) quiet, (b) quite legible to me.

HOMONYMS: CIRCLE (a) or (b)

100. Your knowledge will be helpful in (a) their, (b) there project.

101. Be sure to mark these dates on your (a) calender, (b) calendar.

102. Mr. Jackson is a member of the (a) bored, (b) board of directors.

103. Are these prices (a) currant, (b) current?

104. No one could (a) here, (b) hear him.

105. The bride tripped as she walked down the (a) isle, (b) aisle.

106. How much is the (a) principal, (b) principle on the loan?

107. Have you completed a (a) coarse, (b) course in typewriting?

108. I would like to (a) by, (b) buy that dress.

109. Will you please (a) route, (b) root this letter to three departments.

110. I have twelve (a) pears, (b) pairs of shoes in my closet.

111. I do not like to (a) right, (b) write letters.

MAKING CORRECT COMPARISONS: CIRCLE (a) or (b)

112. This article is (a) expensiver, (b) more expensive than that one.

113. Which of the three typists does the (a) better, (b) best job?

114. Of the two models, which is (a) newest, (b) newer?

115. She is the (a) shorter, (b) shortest person in the office.

116. He is the (a) neatest, (b) neater of the two boys.

117. I am (a) more familiar, (b) most familiar with that book than she is.

118. She is (a) littler, (b) smaller than I am.

119. That is the (a) unkindest, (b) most unkind thing you could possibly say.

PUNCTUATION: WRITE (a) before the number of correct sentences and (b) before the incorrect sentences.

120. And so, Miss Harris, we are ready for your report.

121. Teachers often say that students learn best the subjects that interest them.

122. On the top the soil is fertile.

123. The man who is dressed in the gray suit is the chairman of the board.

124. All right, the job is yours.

125. Parkinson and Collins Inc of Chicago Illinois has advertised a new drug-store that is air-conditioned electrically heated and modern in every detail.

126. A secretarial position will enlarge your circle of friends, increase your confidence, and give you poise; it will also add to your self esteem.

127. The beginning employee or any other employee must heed instructions.

128. Please sign, date, and return the four copies.

129. Your letter arrived today; we leave Friday.

NUMBERS AND PUNCTUATION: CIRCLE (a) or (b)

130. (a) 800, (b) Eight hundred people are employed here.

131. She was (a) 10 years old, (b) ten years old in March.

132. Please call a cab at (a) 4 o'clock, (b) four o'clock.

133. Commencement excercises will be held on (a) May 28th, (b) May 28.

134. My address is 319 (a) 4th Street, S. W., (b) Fourth Street, S. W.

135. Mr. Ward will be in Baltimore (a) Tuesday, therefore, (b) Tuesday; therefore, please be available on that date.

136. My secretary keeps the files (a) up-to-date, (b) up to date.

137. He threw a (a) five-yard, (b) five yard pass.

138. She used (a) one fourth, (b) one-fourth of the batter when she made his cake.

139. The child did not come home (a) ; therefore, (b) , therefore, his mother was worried.

140. The secretary said (a) , "I shall have notices mailed out for each meeting." (b) "I shall have notices mailed out for each meeting."

ACTIVITIES TO EXPAND LANGUAGE SKILLS UNIT

1. The recommended text Business English and Communication (pages 599-605) contains a list of the 700 most commonly used and frequently misspelled business words. These may be used for spelling quizzes. The vocabulary and spelling studies at the end of each unit are comprehensive, short exercises that can be used for expanding the student's knowledge of our language.

2. At the very end of each unit in Business English and Communication is a section called Communicating for Results. These scenerios can be used for class discussions about business-related interpersonal situations. A teacher's edition is available.

3. Unit 4 of Business English and Communication (pages 30-39) contains five proofreading exercises. At the end of the unit (pages 39-41) are several additional proofreading exercises.

4. Unit 6 of Business English and Communication (pages 53-63) contains additional information on using the dictionary and other word references.

5. Included in this unit are "Words That Sound Alike or Look Alike," which the teacher may use to review troublesome words.

REFERENCES TO EXPAND LANGUAGE SKILLS UNIT

1. Power, Joyce, Pro-Grammar/Pro-Sentence, South-Western Publishing Company, 1986 (microcomputer diskettes accompany text-workbook).

2. Warner, Michael D., Rowe Grammar Drills, The H. M. Rowe Company, 1983.

3. Warner, Michael D., Rowe Punctuation Drills, The H. M. Rowe Company, 1983.

4. Byfield, Judith Shultz, Help With Business English, Houghton Mifflin Company, 1985.

WORDS THAT SOUND ALIKE OR LOOK ALIKE

The following list contains two types of words: (a) words that are pronounced exactly alike, though spelled differently, and for which the shorthand outlines are therefore identical; and (b) words that look and sound somewhat alike, and for which the shorthand outlines may be very nearly the same.

accede—to comply with
exceed—to surpass

accent—stress in speech or writing
ascent—act of rising
assent—consent

accept—to take; to receive
except—(v.) to exclude; (prep.) excluding

access—admittance
excess—surplus

ad—short for advertisement
add—to join

adapt—to adjust
adept—proficient
adopt—to choose

addenda—(see agenda)

addition—something added
edition—one version of a printed work

adherence—attachment
adherents—followers

adverse—opposing
averse—disinclined

advice—(n.) information; recommendation
advise—(v.) to recommend; to give counsel

affect—to influence; to change; to assume (always a verb)
effect—(n.) result; outcome; (v.) to fulfill; to bring about

agenda—list of things to be done
addenda—additional items

air—atmosphere
heir—one who inherits

aisle—(see isle)

allowed—permitted
aloud—audibly

allusion—an indirect reference
illusion—an unreal vision

delusion—a false belief
elusion—adroit escape

almost—nearly
all most—all very much

already—previously
all ready—all prepared

altar—part of a church
alter—to change

alternate—(n.) substitute; (v.) to take turns
alternative—(n.) one of several things from which to choose

altogether—entirely

all together—everyone in a group

always—at all times
all ways—all means or methods

annual—yearly
annul—to cancel

ante- —a prefix meaning "before"
anti- —a prefix meaning "against"

antecedence—priority
antecedents—preceding things; ancestors

anyone—anybody
any one—any one person in a group

anyway—in any case
any way—any method

apportion—(see portion)

WORDS THAT SOUND ALIKE OR LOOK ALIKE

appraise—to set a value on
apprise—to inform

area—surface; extent
aria—a melody
arrears—that which is due but unpaid

arrange—to put in order
arraign—to call into court

ascent—(see accent)

assay—to test, as an ore or a chemical
essay—(n.) a treatise;
(v.) to attempt

assent—(see accent)

assistance—help
assistants—those who help

assure—(see ensure)

attain—to gain; to achieve
attend—to be present at

attendance—presence
attendants—escorts; followers; companions; associates

aught—anything (incorrect for Naught, meaning "cipher")
ought—should

averse—(see adverse)

awhile—(adv.) for a short time
a while—(Phrase) a short period of time

bail—(n.) security; the handle of a pail; (v.) to dip water
bale—a bundle

bare—naked; exposed; empty
bear—(n.) an animal; (v.) to carry; to endure; to produce

base—(n.) foundation; (adj.) mean
bass—lower notes in music; a fish

bases—plural of base and of basis
basis—foundation

beat—(n.) throb; tempo; (v.) to strike
beet—a vegetable

berry—a fruit
bury—to submerge; to cover over

berth—a bed
birth—being born

beside—by the side of; separate from
besides—in addition to; also

biannual—occurring twice a year
biennial—occurring once in two years

bibliography—list of writings pertaining to a given subject or author
biography—written history of a person's life

billed—charged
build—to construct

board—a piece of wood; an organized group; meals
bored—penetrated; wearied

boarder—one who pays for his meals and often his lodging as well
border—edge

bolder—more daring
boulder—a large rock

born—brought into life
borne—carried; endured

boy—a male child
buoy—a float

brake—(n.) a retarding device; (v.) to retard
break—(n.) an opening; a fracture; (v.) to shatter; to divide

bread—food
bred—brought up

breath—respiration
breathe—(v.) to inhale and exhale
breadth—width

broach—to open; to introduce
brooch—ornamental clasp

build—(see billed)

bullion—uncoined gold or silver
bouillon—broth

bury—(see berry)

calendar—a record of time
calender—a machine used in finishing paper and cloth
colander—a strainer

callous—(adj.) hardened
callus—(n.) a hardened surface

cannot—usual form
can not—two words in the phrase "can not only"

canvas—(n.) a coarse cloth
canvass—(v.) to solicit

capital—(n.) a seat of government; a principal sum of money; a large-sized letter; (adj.) chief; foremost
capitol—the building in which a state legislative body meets
Capitol—the building in which the U.S. Congress meets

carton—a pasteboard box
cartoon—a caricature

casual—incidental
causal—pertaining to a cause

cease—to stop
seize—to grasp

cede—to grant; to give up
seed—that from which anything is grown

ceiling—top of a room; any overhanging area
sealing—closing

cell—(see sell)

cellar—(see seller)

census—statistics of population
senses—mental faculties

cent—(see scent)

cereal—any grain food
serial—arranged in a series

cession—a yielding up
session—the sitting of a court or other body

choose—to select
chose—did choose (past tense of choose
chews—masticates

chord—combination of musical tones
cord—string or rope

chute—(see shoot)

cite—(v.) to quote; to summon
sight—a view; vision
site—a place

clothes—garments
cloths—fabrics
close—(n.) the end; (v.) to shut

coarse—rough; common
course—direction; action; a way; part of a meal

colander—(see calendar)

collision—a clashing
collusion—a scheme to defraud

coma—an unconscious state
comma—a mark of punctuation

command—(n.) an order; (v.) to order
commend—to praise; to entrust

commence—(v.) to begin
comments—(n.) remarks

complement—that which complete
compliments—(n.) a flattering speech; (v.) to praise

comprehensible—understandable
comprehensive—extensive

WORDS THAT SOUND ALIKE OR LOOK ALIKE

confidant—a friend; an adviser (feminine form: confidante)
confident—sure; positive

confidently—certainly; positively
confidentially—privately

conscience—(n.) the sense of right and wrong
conscious—(adj.) cognizant; sensible aware

conservation—preservation
conversation—a talk

continual—occurring in rapid and steady succession or at intervals
continuous—uninterrupted; unbroken

cooperation—the art of working together
corporation—a form of business organization

cord—(see chord)

correspondence—letters
correspondents—those who write letters
corespondents—parties in divorce suits

costume—dress
custom—habit

council—an assembly
counsel—(n.) an attorney; advice; (v.) to give advice
consul—a foreign representative

course—(see coarse)

courtesy—a favor; politeness
curtesy—a husband's life interest in the lands of his deceased wife
curtsy—a gesture of respect

credible—believable
creditable—meritorious; deserving of praise

cue—a hint
queue—a line of people

currant—a berry
current—(adj.) belonging to the present; (n.) a flow of water or electricity

dairy—source of milk products
diary—daily record

deceased—dead
diseased—sick

decent—proper; right
descent—going down
dissent—disagreement

decree—a law
degree—a grade; a step

deduce—to infer
deduct—to subtract

defer—to put off
differ—to disagree

deference—respect; regard for another's wishes
difference—dissimilarity; controversy

delusion—(see allusion)

deposition—a formal written statement
disposition—temper; disposal

depraved—morally debased
deprived—taken away from

deprecate—to disapprove
depreciate—to lessen in estimated value

desert—(n.) barren land; a deserved reward; (v.) to abandon
dessert—the last course of a meal

desolate—lonely; sad
dissolute—loose in morals

detract—to take from
distract—to divert the attention of

device—(n.) a contrivance
devise—(v.) to plan; to convey real estate by will

die—(n.) a tool; (v.) to cease living
dye—(n.) that which changes the color of; (v.) to change the color of

disapprove—to withhold approval
disprove—to prove the falsity of

disassemble—to take apart
dissemble—to disguise; to feign

disburse—to pay out
disperse—to scatter

discreet—prudent
discrete—distinct; separate

disinterested—unbiased; impartial
uninterested—bored; unconcerned

dissent—(see decent)

divers—various or sundry; plural of diver
diverse—different

do—to perform
due—owing
dew—moisture

done—finished
dun—a demand for payment

dose—a measured quantity
doze—to sleep lightly

dual—double
duel—a combat

dying—near death
dyeing—changing the color of

edition—(see addition)

effect—(see affect)

elapse—(see lapse)

elicit—to draw forth
illicit—unlawful

eligible—fitted; qualified
illegible—unreadable

elusion—(see allusion)

elusive—baffling; hard to catch
illusive—misleading; unreal

emerge—to rise out of
immerge—to plunge into

emigrate—to go away from a country
immigrate—to come into a country

eminent—well-known; prominent
imminent—threatening; impending
emanate—to originate from; to come out of

en route—(see root)

ensure—to make certain
insure—to protect against loss
assure—to give confidence to someone

envelop—(v.) to cover; to wrap
envelope—(n.) a wrapper for a letter

equable—even; tranquil
equitable—just; right

erasable—capable of being erased
irascible—quick-tempered

especially—to an exceptional degree
specially—particularly, as opposed to generally

essay—(see assay)

everyday—daily
every day—each day

everyone—each one
every one—each one in a group

exceed—(see accede)

except—(see accept)

excess—(see access)

expand—to increase in size
expend—to spend

expansive—capable of being extended
expensive—costly

expatiate—to enlarge on
expiate—to atone for

explicit—easily understood
implicit—unquestioning

extant—still existing
extent—measure

facet—aspect
faucet—a tap

facetious—witty
factitious—artificial
fictitious—imaginary

facilitate—to make easy
felicitate—to congratulate

facility—ease
felicity—joy

fair—(adj.) favorable; just; (n.) an exhibit
fare—(n.) cost of travel; food; (v.) to go forth

farther—at a greater distance (refers to space)
further—moreover; in addition (refers to time, quantity, or degree)

faze—to disturb
phase—a stage in development

feet—plural of foot
feat—an act of skill or strength

fictitious—(see facetious)

finale—the end
finally—at the end
finely—in a fine manner

fineness—delicacy
finesse—tact

fir—a tree
fur—skin of an animal

fiscal—(see physical)

flair—aptitude
flare—a light; a signal

flew—did fly
flue—a chimney
flu—short for influenza

flour—ground meal
flower—blossom

for—a preposition
fore—first; preceding; the front
four—numeral

forbear—to bear with
forebear—an ancestor

forgo—to relinquish; to let pass
forego—to go before

formally—in a formal manner
formerly—before

fort—a fortified place
forte—(n.) area where one excels
forte—(adj.) loud (musical direction)

forth—away; forward
fourth—next after third

forward—ahead
foreword—preface

foul—unfavorable; unclean
fowl—a bird

fur—(see fir)

further—(see farther)

genius—talent
genus—a classification in botany or zoology

gibe—(n.) a sarcastic remark; (v.) to scoff at
jibe—to agree

grate—(n.) a frame of bars (as in a fireplace); (v.) to scrape; to irritate
great—large; magnificent

guessed—past tense of guess
guest—visitor

hall—a corridor
haul—to drag

heal—to cure
heel—part of the foot or a shoe

healthful—promoting health (e.g., a healthful food)
healthy—being in good health (e.g., a healthy person)

WORDS THAT SOUND ALIKE OR LOOK ALIKE

hear—to perceive by ear
here—in this place

heard—past tense of hear
herd—a group of animals

heir—(see air)

holy—sacred
holey—full of holes
wholly—entirely
holly—a tree

human—pertaining to mankind
humane—kindly

hypercritical—overcritical
hypocritical—pretending virtue

ideal—a standard of perfection
idle—unoccupied; without worth
idol—object of worship
idyll—a description of rural life

illegible—(see eligible)

illicit—(see elicit)

illusion—(see allusion)

illusive—(see elusive)

imitate—to resemble; to mimic
intimate—(adj.) innermost; familiar;
(v.) to hint; to make known

immerge—(see emerge)

immigrate—(see emigrate)

imminent—(see eminent)

implicit—(see explicit)

imply—to suggest
infer—to deduce

inane—senseless
insane—of unsound mind

incidence—range of occurrence
incidents—accidental happenings

incinerate—to burn
insinuate—to imply

incite—(v.) to arouse
insight—(n.) understanding

indict—to consider guilty
indite—to compose and write

indifferent—without interest
in different—in other

indigenous—native
indigent—needy
indignant—angry

indirect—not direct
in direct—in (preposition) + direct
(adjective)

ingenious—clever
ingenuous—naive

insoluble—incapable of being dissolved
insolvable—not explainable
insolvent—pertaining to a person unable
to pay his debts

instants—short periods of time
instance—an example

insure—(see ensure)

intelligent—possessed of understanding
intelligible—understandable

intense—acute; strong
intents—aims

interstate—between states
intrastate—within one state

intimate—(see imitate)

into, in to—

irascible—(see erasable)

isle—island
aisle—passage between rows

its—possessive form of it
it's—contraction of it is

jibe—(see gibe)

lapse—to become void
elapse—to pass
relapse—to slip back into former
condition

last--final
latest—most recent

later—more recent; after a time
latter—second in a series of two

lath—a strip of wood
lathe—a wood-turning machine

lay—to place
lie—(n.) a falsehood; (v.) to recline; to tell an untruth
lye—a strong alkaline solution

lead—(n.) heavy metal; (v.) to guide
led—guided (past tense of to lead)

lean—(adj.) thin; (v.) to incline
lien—a legal claim

leased—rented
least—smallest

legislator—a lawmaker
legislature—a body of lawmakers

lend—to allow the use of temporarily
loan—(n.) something lent; (v.) to lend
lone—solitary

lessee—a tenant
lesser—smaller
lessor—one who gives a lease

lessen—(v.) to make smaller
lesson—(n.) an exercise assigned for study

levee—embankment of a river
levy—(n.) an amount collected by levying; (v.) to raise a collection of money

liable—responsible
libel—defamatory statement

lie—(see lay)

lightening—making lighter
lightning—accompaniment of thunder
lighting—illumination

loan, lone—(see lend)

loath—(adj.) reluctant
loathe—(v.) to detest

local—pertaining to a particular place
locale—a particular place

loose—(adj.) free; not bound; (v.) to release
lose—(v.) to suffer the loss of; to part with unintentionally
loss—something lost

lye—(see lay)

made—constructed
maid—a servant

magnificent—having splendor
munificent—unusually generous

mail—correspondence
male—masculine

main—(adj.) chief; (n.) a conduit
mane—long hair on the neck of certain animals

manner—a way of acting
manor—an estate

marital—pertaining to marriage
martial—military
marshal—(n.) an official; (v.) to arrange

maybe—perhaps
may be—two words

mean—(adj.) unpleasant; (n.) the midpoint; (v.) to intend
mien—appearance

meat—flesh of animals
meet—to join
mete—to measure

medal—a badge of honor
meddle—to interfere
metal—a mineral
mettle—courage; spirit

miner—a worker in a mine
minor—(adj.) lesser, as in size, extent, or importance; (n.) a person who is under legal age

mist—haze
missed—failed to do

mite—a tiny particle
might—(n.) force; (v.) past tense of may

mood—disposition
mode—fashion; method

moral—virtuous
morale—spirit

morality—virtue
mortality—death rate

morning—before noon
mourning—grief

munificent—(see magnificent)

naught—a cipher; zero
nought—nothing

nobody—no one
no body—no group

none—not one
no one—nobody

oculist—one who treats eyes
optician—one who makes eyeglasses
optometrist—one who measures vision

official—authorized
officious—overbold in offering services

one—a single thing
won—did win

ordinance—a local law
ordnance—arms; munitions

ought—(see aught)

overdo—to do too much
overdue—past due

packed—crowded
pact—an agreement

pail—a bucket
pale—(adj.) light-colored; (n.) an enclosure

pain—suffering
pane—window glass

pair—two of a kind
pare—to peel
pear—a fruit

parameter—a quantity with an assigned value; a constant
perimeter—the outer boundary

partition—division
petition—prayer; a formal written request

partly—in part
partially—to some degree

past—(n.) time gone by; (adj., adv., or prep.) gone by
passed—moved along; transferred (past tense of pass)

patience—composure; endurance
patients—sick persons

peace—calmness
piece—a portion

peak—the top
peek—to look slyly at
pique—(n.) resentment; (v.) to offend; to arouse
pique—cotton fabric

peal—to ring out
peel—to strip off

pear—(see pair)

pedal—(adj.) pertaining to the foot; (n.) a treadle
peddle—to hawk; to sell

peer—(n.) one of equal rank; a nobleman; (v.) to look steadily
pier—a wharf

perfect—without fault
prefect—an official

perpetrate—to be guilty of
perpetuate—to make perpetual

perquisite—privilege
prerequisite—a preliminary requirement

persecute—to oppress
prosecute—to sue

personal—private
personnel—the staff

perspective—a view in correct proportion
prospective—anticipated

peruse—to read
pursue—to chase

petition—(see partition)

phase—(see faze)

physic—a medicine
physique—bodily structure
psychic—pertaining to the mind or spirit

physical—relating to the body
fiscal—pertaining to finances
psychical—mental

piece—(see peace)

plain—(adj.) undecorated; (n.) prairie land
plane—(n.) a level surface; (v.) to make level

plaintiff—party in a lawsuit
plaintive—mournful

pleas—plural of plea
please—to be agreeable

pole—a long, slender piece of wood or metal
poll—(n.) the casting of votes for a body of persons; (v.) to register the votes of

poor—(adj.) inadequate; (n.) needy
pore—to study; to gaze intently
pour—to flow

populace—the common people; the masses
populous—thickly settled

portion—a part
proportion—a ratio of parts
apportion—to allot

practicable—workable
practical—useful

pray—to beseech
prey—a captured victim

precede—to go before
proceed—to advance

precedence—priority
precedents—established rules

preposition—a part of speech
proposition—an offer

prescribe—to designate
proscribe—to outlaw

presence—bearing; being present
presents—gifts

presentiment—a foreboding
presentment—a proposal

pretend—to make believe
portend—to foreshadow

principal—(adj.) chief; leading; (n.) a capital sum of money that draws interest; chief official of a school
principle—a general truth; a rule

profit—gain
prophet—one who forecasts

prophecy—a prediction
prophesy—to foretell

propose—to suggest
purpose—intention

prosecute—(see persecute)

prospective—(see perspective)

psychic—(see physic)

psychical—(see physical)

purpose—(see propose)

pursue—(see peruse)

queue—(see que)

quiet—calm; not noisy
quite—entirely; wholly
quit—to stop

rain—falling water
rein—part of a bridle; a curb

reign—(n.) the term of a ruler's power; (v.) to rule

raise—to lift something
raze—to destroy
rays—beams

rap—to knock
wrap—(n.) a garment; (v.) to enclose

read—to perform the act of reading
reed—a plant; a musical instrument
red—a color

real—actual
reel—(n.) a spool; a dance; (v.) to whirl

reality—actuality
realty—real estate

receipt—an acknowledgment of a thing received
recipe—a formula for mixing ingredients

recent—late
resent—(v.) to be indignant

reference—that which refers to something
reverence—profound respect

relapse—(see lapse)

residence—a house
residents—persons who reside in a place

respectably—in a manner worthy of respect
respectfully—in a courteous manner
respectively—in order indicated

right—(adj.) correct; (n.) a privilege
rite—a ceremony
wright—a workman (chiefly as a combining form, as in playwright)
write—to inscribe

role—a part in a play
roll—(n.) a list; a type of bread; (v.) to revolve

root—(n.) underground part of a plant; (v.) to implant firmly
route—(n.) an established course of travel; (v.) to send by a certain route
en route—on or along the way

rout—(n.) confused flight; (v.) to defeat utterly

rote—repetition
wrote—did write

sail—(n.) part of a ship's rigging; (v.) to travel by water
sale—the act of selling

scene—a setting; an exhibition of strong feeling
seen—past participle of to see

scent—odor
sent—did send
cent—penny
sense—meaning

sealing—(see ceiling)

seam—a line of junction
seem—to appear

seed—(see cede)

seize—(see cease)

sell—to transfer for a price
cell—a small compartment

seller—one who sells
cellar—an underground room

senses—(see census)

serge—a kind of cloth
surge—(n.) a billow; (v.) to rise in surges

serial—(see cereal)

session—(see cession)

shear—to cut; to trim
sheer—transparent; unqualified

shoot—to fire
chute—a slide

shown—displayed; revealed; past participle of show
shone—gave off light; did shine

sight, site—(see cite)

sleight—dexterity, as in sleight of hand
slight—(adj.) slender; scanty; (v.) to make light of

so—therefore
sew—to stitch
sow—to scatter seed

soar—(see sore)

soared—did fly
sword—weapon

sole—one and only
soul—the immortal spirit

some—a part of
sum—a total

someone—somebody
some one—some person in a group

sometime—at some unspecified time
some time—a period of time
sometimes—now and then

son—male child
sun—the earth's source of light and heat

sore—painful
soar—to fly

spacious—having ample room
specious—outwardly correct but inwardly false

specially—(see especially)

staid—grave; sedate
stayed—past tense and past participle of to stay

stair—a step
stare—to look at

stake—(n.) a pointed stick; a hazard; (v.) to wager
steak—a slice of meat or fish

stationary—fixed
stationery—writing materials

statue—a carved or molded figure
stature—height
statute—a law

steal—to take unlawfully
steel—a form of iron

straight—not crooked; directly
strait—a water passageway; (plural) a distressing situation

suit—(n.) a legal action; clothing; (v.) to please
suite—a group of things forming a unit; a retinue
sweet—having an agreeable taste; pleasin

sum—(see some)

sun—(see son)

superintendence—management
superintendents—supervisors

surge—(see serge)

sword—(see soared)

tare—allowance for weight
tear—(n.) a rent; (v.) to rip
tear—a drop of secretion from the eye
tier—a row or layer

taught—did teach
taut—tight; tense

team—a group
teem—to abound

tenant—one who rents property
tenet—a principle

than—conjunction of comparison
then—(adv.) at that time

their—belonging to them
there—in that place
they're—contraction of they are

theirs—possessive form of they, used without a following noun
there's—contraction of there is, or there has

therefor—for that thing
therefore—consequently

WORDS THAT SOUND ALIKE OR LOOK ALIKE

through—by means of; from beginning to end; because of
threw—did throw
thorough—carried through to completion

to—(prep.) toward
too—(adv.) more than enough; also
two—one plus one

track—a trail
tract—a treatise

trial—examination; an experiment; hardship
trail—a path

undo—to open; to render ineffective
undue—improper; excessive

uninterested—(see disinterested)

urban—pertaining to the city
urbane—polished; suave

vain—proud; conceited
vane—a weathercock
vein—a blood vessel; a bed of mineral materials

vendee—purchaser
vendor—seller

veracious—truthful
voracious—greedy

veracity—truthfulness
voracity—ravenousness; greediness

vice—wickedness; a prefix used with nouns to designate title of office
vise—a clamp

waist—part of the body: a garment
waste—(n.) needless destruction; useless consumption; (v.) to expend uselessly

wait—to stay
weight—quantity of heaviness

waive—(v.) to give up
wave—(n.) a bellow; a gesture; (v.) to swing back and forth

waiver—the giving up of a claim
waver—to hesitate

want—(n.) a need; (v.) to lack; to desire
wont—a custom
won't—contraction of will not

ware—goods
wear—to have on
were—form of to be
where—at the place in which

way—direction; distance; manner
weigh—to find the weight of

weak—not strong
week—period of seven days

weather—(n.) state of the atmosphere; (v.) to come through safely
whether—if

whoever—anyone who
who ever—two words

wholly—(see holy)

whose—possessive of who
who's—contraction of who is

won—(see one)

wrap—(see rap)

wright, write—(see right)

wrote—(see rote)

your—pronoun
you're—contraction of you are

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ACTIVITY SELECTION

The communication activities can be used in all business areas--some activities may need to be modified for specific areas (or to accommodate students with varying ability levels), but it is intended that the activities can be used by the teacher with a minimum amount of teacher preparation time.

The following check list indicates activities that are appropriate for specific courses at the secondary and postsecondary levels (the * indicates that the activity would be appropriate if time is available).

Subject / Activity	Listening	Oral	Writing	Language Skills
Accounting	*5	*5		
Accounting (Adv.)	5,7	4-9	*8	
Business Law	1,4,5,8	5	*8	
Communication Business English	1-9	1-12	1-9	1-12
Computer Applications	2-7	5	1-8	9,11
Consumer Econ.	1,4,5,7	5	*3-8	
General Business	1,4,5,7,8	1,4	1-8	
Information Mgt. Office Procedures	1-9	1-12	1-9	1-12
Interpersonal Relations	1-9	1-12	1-8	
Keyboarding Typewriting	2,7	*5	1-8	1-12
Keyboarding Typewriting (Adv.)	2,7	2,4,5	1-8,*9	1-12
Marketing Distributive Ed.	1-9	1-12	1-8,*9	1-12
Office Education	1-9	1-12	1-9	1-12
Shorthand Speedwriting	2,7,9	2,3,4,5	1,3-8,*9	1-12
Word Processing	2,7	2,4,5	1-8,*9	1-12

ANSWER SHEET FOR COMMUNICATION UNIT

LISTENING UNIT (See p. 5)

PRETEST

1. Answers will vary
2. 40 percent
3. 40 percent
4. 25 percent
5. Answers will vary

POST TEST (See p. 15)

1. Answers will vary
2. 125 wpm
3. 500 wpm or 4 x 125 wpm
4. About 400
5. Answers will vary

ORAL UNIT (See pp. 51-53)

ORAL UNIT TEST

True-False

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. True

Completion

1. (1) Answer promptly
   (2) Identify yourself
2. (1) Attractive dress and good grooming
   (2) Good posture and carriage
   (3) Pleasant facial expressions
   (4) Good manners
   (5) Lack of distracting mannerisms
3. (1) Introduction
   (2) Body
   (3) Conclusion
4. (1) Stop--copying material of others--be original
   (2) Look--in several places for information
   (3) Listen--to speakers around you
5. (1) For whom
   (2) From whom
   (3) Time/date
   (4) Telephone number
   (5) Message
   (6) Person taking message
6. Answers will vary
7. b
8. d
9. d
10. b

ANSWER SHEET

WRITING UNIT

No Objective Tests

LANGUAGE SKILLS UNIT (See pp. 116-121)

PRETEST (Can be computer scored)

CAPITALIZATION:

1. b
2. c
3. a
4. c
5. c

PLURALS:

6. a
7. a
8. b
9. a
10. b
11. b
12. b
13. b
14. b
15. b
16. b
17. b
18. b

PRONOUN ANTECEDENTS AND SUBJECT PREDICATE AGREEMENT

19. a
20. b
21. a
22. b
23. a
24. b
25. b
26. b
27. b
28. a
29. b
30. b
31. a
32. a
33. a
34. a
35. a
36. a

37. a
38. b
39. a
40. b
41. b
42. b
43. b
44. b

USING IS AND ARE

45. a
46. a
47. a
48. a
49. b
50. a
51. a
52. a
53. a
54. a
55. a
56. a

IDENTIFY COMPLETE SENTENCES

57. b
58. a
59. b
60. b
61. a
62. a
63. b
64. b
65. a
66. a

POSSESSIVES

67. a
68. b
69. b
70. a
71. b
72. a
73. a
74. b

ANSWER SHEET

LANGUAGE UNIT

PRETEST Continued....

CHOOSING THE RIGHT WORD

75. a
76. b
77. b
78. a
79. a
80. b
81. b
82. b
83. b
84. b
85. b
86. b
87. b
88. b
89. b
90. b
91. b
92. a
93. a
94. b

HOMONYMS

95. a
96. b
97. a
98. b
99. b
100. b
101. b
102. a
103. a
104. b

PUNCTUATION AND NUMBERS

105. b
106. b
107. a
108. a
109. b
110. b
111. b
112. b
113. b
114. b
115. b
116. b
117. b
118. b
119. b
120. b

MAKING CORRECT COMPARISONS

121. b
122. b
123. b
124. b
125. a
126. b
127. b
128. b
129. b
130. b

Keys for WORKSHEETS pp. 122-143

Distinguishing Sentences, Clauses & Phrases

1. phrase
2. sentence
3. clause
4. phrase
5. phrase
6. sentence
7. clause
8. clause
9. sentence
10. phrase
11. clause
12. sentence
13. sentence
14. clause
15. clause
16. sentence
17. sentence
18. sentence
19. phrase
20. sentence
21. sentence
22. clause
23. sentence
24. clause
25. phrase
26. clause
27. phrase
28. phrase
29. sentence
30. sentence
31. sentence
32. phrase
33. sentence
34. phrase
35. sentence
36. clause
37. phrase
38. clause
39. phrase
40. clause
41. sentence
42. clause
43. sentence
44. sentence
45. sentence
46. sentence
47. sentence
48. clause
49. phrase
50. phrase

Making Subject and Verb Agree

Simple/Compound Subject	Verb
1. system	has
2. building	is
3. Five hundred dollars	is
4. Mr. Smith	takes
5. Garden Ideas	sells
6. number	are
7. president, general manager	drives
8. committee	meets
9. One, other	is
10. He, she	do
11. news	comes
12. staff	hold
13. he, they	know
14. man, woman	has
15. agenda	requires
16. list	is
17. Skill, knowledge	are
18. Some	attend
19. Each	was
20. data	are
21. Each	was
22. she, I	was
23. carton	was

Choosing The Right Word

1. swum
2. was
3. lies
4. are
5. is
6. doesn't
7. were
8. is
9. are
10. ran
11. is
12. lying
13. did
14. is
15. are
16. much
17. was
18. live
19. decides

as

Identifying Words Used as Nouns

1. appearance
2. tongue, enemy, fear, persons
3. education, door, success, fields, endeavor
4. justice, case, Judge Thomas, prisoner, treatment
5. recommend;ation
6. data, story, inn, Marion Sparks, doorway, grounds
7. Automation, work, department
8. expectations, summer, people, party, company
9. manager, staff, office, three
10. reaction, proposal, pleasure, James, superintendent, psychology, giving, rulings
11. letter
12. Thieves, crates, tomatoes, platform, truck, shipment
13. assurance, citizenship, citizens, United States
14. Grapes, apples, peaches, pears, bananas, oranges, fruits, household
15. Salt Lake City, Los Angeles, San Francisco, Portland, Seattle, Vancouver, father, hunting, fishing, skiing
16. Army, Air Force, Navy, Coast Guard, floats, parade, week, Wenatchee, event, Apple Blossom Festival
17. Discourtesy, part, employee, company, customers
18. Mr. Adams, award, suggestion, month
19. office, one, Friday, Christmas
20. companies, practice, programs

Identifying Nouns and Pronouns

	Nouns	Pronouns
1.	boy, army	his, its
2.	train, kite	him
3.	book, May	her, it
4.	employee	theirs
5.	ice, lamp, numbers	him
6.	Mr. Barker, Africa	she, them
7.	moss, door	theirs, my
8.	recipe, truth	everyone, it
9.	plum	our, nobody, it, whom
10.	New York, book	I, either, us, we
11.	bridge	neither, her
12.	Paris, apples	them, you, me, it
13.	girl, red	which, ours
14.	wall, onion	this, hers
15.	Jury, Chicago	what
16.	subject, Tom, bird	who, its
17.	table, Joyce	yours, myself, whom
18.	pity, noun, biology	we
19.	error, doctor	those
20.	integrity	them, ourselves
21.	party	it, those
22.	belief, sorrow	we, our
23.	Troy, idea, market	she, himself
24.	lantern	itself, we, ourselves
25.	joy, Idaho, cattle	us, we, hers

Collective and Mass Nouns

1.	meet	meets
2.	were	was
3.	their	its
4.	These	This
5.	their	its
6.	are; their	is; its
7.	are	is
8.	OK	OK
9.	were	was
10.	Those; were	That; was
11.	were	was
12.	have	has
13.	have	has
14.	their	its
15.	were	was

16. faculties
17. quartets
18. series
19. None
20. difficulties
21. experiences
22. None
23. None
24. None
25. juries

Using Personal Pronouns

1. us
2. her
3. Their
4. He and I
5. yours
6. he
7. she
8. him
9. they
10. me
11. hers
12. I
13. them
14. my
15. she
16. she
17. they
18. us
19. ours
20. him
21. them
22. them and us
23. Theirs
24. he
25. our

Using Indefinite Pronouns

1.	is	are
2.	their	his/her
3.	are	is
4.	every thing	everything
5.	are	is
6.	your	his/her
7.	OK	OK
8.	were	was
9.	wants	want
10.	was	were
11.	Everyone	Every one
12.	remain	remains

13.	are	is
14.	them	him/her
15.	their	its
16.	they are	he/she is
17.	are	is
18.	were	was
19.	their	our
20.	everyones	everyone's
21.	OK	OK
22.	know; they; their	knows; he; his
23.	our	his/her
24.	they	he/she
25.	was	were

Using Who, Whom, and Which

1. Whom
2. whom
3. who
4. whom
5. who
6. which
7. who
8. which
9. whom
10. who
11. which
12. who
13. who
14. who
15. whom
16. who
17. who
18. who
19. whom
20. which
21. which
22. who
23. whom
24. Whom
25. who

Forming Singular and Plural Possessives

1. children's
2. girls'
3. none
4. 38's
5. Taxpayers'
6. students'
7. doctors'; nurses'
8. teachers'
9. members'
10. Carpenters'; Citizens'
11. none
12. days'
13. neighbors'
14. secretary's
15. Charles'; relatives'
16. boys'; girls'; women's; men's
17. Hughes'
18. creditors'
19. minutes'
20. St. John's
21. employees'; timekeeper's
22. competitors'
23. everybody's
24. dealers'
25. foreman's

Forming Possessives of Nouns

1. employees'
2. manager's
3. flap of the envelope
4. day's
5. ladies'
6. Attorney General's
7. cause of the difficulty
8. agencies'

9. Mr. Marks'
10. editor in chief's
11. sheep's
12. company's
13. Edsel Ford, Jr.'s
14. Swartzes'
15. five hours'
16. month's
17. salesmen's
18. secretary's
19. motor of the car
20. Macy's
21. Bruce and Harold's
22. deer's
23. children's
24. President Johnson's and President Nixon's
25. Wilkes & Ross' employees

Indicating Degree of Adjectives

	Comparative	Superlative
1.	better	best
2.	worse	worst
3.	stranger	strangest
4.	more critical	most critical
5.	angrier	angriest
6.	more	most
7.	more unusual	most unusual
8.	livelier	liveliest
9.	littler or less	littlest or least
10.	steadier	steadiest
11.	more studious	most studious
12.	fewer	fewest
13.	happier	happiest
14.	neater	neatest
15.	more familiar	most familiar
16.	farther	farthest
17.	further	furthest
18.	later	latest
19.	more	most
20.	higher	highest
21.	lower	lowest
22.	taller	tallest
23.	more attractive	most attractive
24.	more efficient	most efficient
25.	kinder	kindest

Selecting Articles: A or An

1. a
2. an
3. an
4. a
5. an
6. an
7. an
8. a
9. an
10. an
11. an
12. an
13. a
14. an
15. an
16. an
17. an
18. an
19. a
20. an
21. an
22. an
23. an
24. an
25. a
26. a
27. a
28. a
29. an
30. a
31. an
32. a
33. an
34. a
35. a
36. an
37. an
38. an
39. an
40. an
41. a
42. a
43. an
44. a
45. a
46. an
47. a
48. a
49. a
50. an

Using Correct Forms of Adjectives

1. tallest
2. smaller
3. largest
4. most beautiful
5. happier
6. more unusual
7. most ridiculous
8. most difficult
9. fewer
10. heaviest
11. most unkind
12. newer
13. fewer
14. more
15. later
16. more acceptable
17. best
18. later
19. further
20. farther
21. smaller

Choosing Verbs and Adverbs

1. good
2. rapidly
3. Most
4. quite
5. well
6. clearly
7. plainly
8. bad
9. farther
10. strange
11. well
12. quite
13. extraordinarily
14. unhappy
15. bitterly
16. alphabetically
17. beautifully
18. cold
19. angrily
20. well
21. accurately

22. better
23. most patient
24. fewer
25. farthest

22. different
23. good; well
24. quickly; accurate
25. well

Choosing the Right Word

1. quite
2. bad
3. alphabetically
4. different
5. well
6. strange
7. this
8. bitter
9. softly
10. good
11. well
12. slowly
13. successful
14. farther
15. besides
16. too
17. legible
18. neat
19. well
20. annually
21. distinctly

Words Used as Conjunctions

1. and
2. As
3. Both; and
4. Because
5. since
6. so; as
7. Either; or
8. Unless; and
9. whether; or
10. While
11. but
12. that; and
13. when
14. and
15. although
16. Whether; or
17. but
18. Although
19. otherwise
20. Not only; but also

Prepositional Phrases

1. but him; to the party; at my home
2. of Mr. Harold Bates; to court
3. at ease; of the speaker
4. of the two; with you
5. to the store; but Jim
6. of my entire library
7. to the show; for a swim
8. in the library
9. in the morning; at 6 a.m.
10. in my room; for me
11. of the tractor
12. for planting roses
13. for your birthday; on March 6
14. During the coming year
15. before going

Using Hyphens Correctly

1. first-class
2. OK
3. OK
4. flag-draped
5. up-to-the-minute
6. hit-and-miss
7. OK
8. Two-thirds
9. OK
10. One and one-half; one-way
11. self-supporting
12. pro-American
13. 5-and 10-box
14. 10-page; self-explanatory
15. OK

16.	across the fiery logs; to the stream	16. 36-inch
17.	During the fall; for his brother	17. ex-President
18.	from good books; during the evening	18. made-to-order
19.	Beneath the house; for the children	19. OK
20.	on a new fall suit	20. Three and one-half; rock-bottom
21.	By thinking	21. down-to-earth
22.	between the park and the store	22. three-room; 7-foot
23.	In skating; of dancing	23. one-fourth
24.	for the old man	24. day-to-day
25.	of a professional painter	25. OK

Expressing Numbers Correctly

1.	8-foot	eight-foot
2.	$85	Eighty-five dollars
3.	1/2	one-half
4.	twelve; 3	12; three
5.	two dollars	$2
6.	seven	7
7.	#1340	1340
8.	5th	June 5
9.	5	five
10.	three	3
11.	four hundred	400
12.	OK	OK
13.	one	1
14.	3 1/2	Three and one-half
15.	fifteen	15
16.	38%	Thirty-eight percent
17.	OK	OK
18.	twenty-three	23
19.	5/25/50	May 25, 1950
20.	6; model no. 420	six; Model No. 420
21.	10	ten
22.	1	One
23.	4	four
24.	3; 75 cts.	three; 75 cents
25.	3,347; 10th	3347; Tenth

WORKSHEET

USING PERIODS AND COMMAS

Insert periods and commas where they are needed in the following sentences.

1. Such detail work as capitalization and punctuation is the responsibility of the secretary

2. Miss Akers who formerly served as a secretary is now manager of the store

3. By June 6 1966 Mr. Collins who is the president of our company will have served us for twenty years

4. The company's 1963 losses as given in this report exceed those for any other year

5. A fellow employee Mr. James Harris who is the newly elected secretary of our company said "I shall have notices mailed out for each meeting"

6. A new sidewalk which was put in at the request of the property owners extends from Marcus Avenue to Willow Road

7. On Christmas Day 1964 our cousin Will Connerly cabled us from Berlin Germany

8. When you have finished the inventory Mr. Orval make a typewritten record as of June 1 1965

9. Realizing that the book Principles of Mathematics is outstanding in its field our professor ordered a copy for Mark Jones and me

10. The amount you save not the amount you earn is what counts

11. We are not able to give our answer however until Mr. Graham our lawyer decides what to do

12. Our product sells for $12.95 which does not however include your commission

13. Is it possible Miss Johnson for you to take your lunch hour at two o'clock not at twelve o'clock as previously assigned?

14. These ads contain listings of stores apartment houses farms and two-acre tracts

15. I have just finished reading Moss Mountain which I consider to be an outstanding description of Elk City Montana

16. Parkinson and Collins Inc of Chicago Illinois has advertised a new drugstore that is air-conditioned electrically heated and modern in every detail

USING PERIODS AND COMMAS (con't.)

17. Our biennial meeting will be held on Tuesday March 16 in Massey Hall St. Louis Missouri

18. Last year so I believe you applied for a position as file clerk stenographer or machine operator

19. We are enclosing a copy of Dream Homes which has been an inspiration to many who desire to build

20. Miss Karen Willis who has been appointed manager of our Seattle Washington office previously associated with Davis & Hustins in Buffalo New York

KEY

USING PERIODS AND COMMAS

Worksheet

Insert periods and commas where they are needed in the following sentences.

1. Such detail work as capitalization and punctuation is the responsiblity of the secretary.

2. Miss Akers, who formerly served as a secretary, is now manager of the store.

3. By June 6, 1966, Mr. Collins, who is the president of our company, will have served us for twenty years.

4. The company's 1963 losses, as given in this report, exceed those for any other year.

5. A fellow employee, Mr. James Harris, who is the newly elected secretary of our company, said, "I shall have notices mailed out for each meeting."

6. A new sidewalk, which was put in at the request of the property owners, extends from Marcus Avenue to Willow Road.

7. On Christmas Day, 1964, our cousin Will Connerly cabled us from Berlin, Germany.

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9. Realizing that the book, Principles of Mathematics, is outstanding in its field, our professor ordered a copy for Mark Jones and me.

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11. We are not able to give our answer, however, until Mr. Graham, our lawyer, decides what to do.

12. Our product sells for $12.95, which does not, however, include your commission.

13. Is is possible, Miss Johnson, for you to take your lunch hour at two o'clock, not at twelve o'clock as previously assigned?

14. These ads contain listings of stores, apartment houses, farms, and two-acre tracts.

15. I have just finished reading Moss Mountain, which I consider to be an outstanding description of Elk City, Montana.

16. Parkinson and Collins, Inc, of Chicago, Illinois, has advertised a new drugstore that is air-conditioned, electrically heated, and modern in every detail.

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WORKSHEET

IDENTIFYING PERSONAL PRONOUNS

Directions: Circle all personal pronouns; underscore all other pronouns. Put a check. (✓) after all nouns.

1. boy
2. it
3. music
4. he
5. are
6. they
7. scene
8. me
9. am
10. is
11. apple
12. them
13. book
14. theirs
15. citizen
16. you
17. cent
18. year
19. readily
20. have
21. was
22. actor
23. Arthur
24. faith
25. who
26. office
27. desk
28. basket
29. adjust
30. police
31. day
32. clerk
33. him
34. paper
35. janitor
36. her
37. motorman
38. my
39. secretary
40. your
41. our
42. sent
43. weeks
44. aptly
45. happily
46. Gladys
47. hope
48. casually
49. hers
50. understood
51. typewriter
52. every
53. why
54. silly
55. I
56. we
57. word
58. noun
59. stair
60. everybody
61. his
62. over
63. by
64. their
65. need
66. man
67. work
68. group
69. unusual
70. cautiously
71. selected
72. appreciate
73. kindness
74. he
75. prayer
76. radio
77. were
78. this
79. yours
80. ours
81. house
82. its
83. to
84. for
85. an
86. parent
87. the
88. deer
89. see
90. careful
91. had
92. pretty
93. application
94. curiosity
95. charity
96. she
97. muscle
98. whom
99. somebody
100. incessantly

KEY

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1. boy ✓
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4. he
5. are
6. they
7. scene ✓
8. me
9. am
10. is
11. apple ✓
12. them
13. book ✓
14. theirs
15. citizen ✓
16. you
17. cent ✓
18. year ✓
19. readily
20. have
21. was
22. actor ✓
23. Arthur ✓
24. faith ✓
25. who
26. office ✓
27. desk ✓
28. basket ✓
29. adjust
30. police ✓
31. day ✓
32. clerk ✓
33. him
34. paper ✓
35. janitor ✓
36. her
37. motorman ✓
38. my
39. secretary ✓
40. your
41. our
42. sent
43. weeks ✓
44. aptly
45. happily
46. Gladys ✓
47. hope ✓
48. casually
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52. every
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57. word ✓
58. noun ✓
59. stair ✓
60. everybody
61. his
62. over
63. by
64. their
65. need
66. man ✓
67. work ✓
68. group ✓
69. unusual
70. cautiously
71. selected
72. appreciate
73. kindness ✓
74. he
75. prayer ✓
76. radio ✓
77. were
78. this
79. yours
80. ours
81. house ✓
82. its
83. to
84. for
85. an
86. parent ✓
87. the
88. deer ✓
89. see
90. careful
91. had
92. pretty
93. application ✓
94. curiosity
95. charity ✓
96. she
97. muscle ✓
98. whom
99. somebody
100. incessantly

INDICATING CORRECT CAPITALIZATION

Indicate the correct capitalization by writing the capital letter above the lower-case letter. Draw a line (/) through the lower-case letter.

June 26, 1986

mrs. l. a. owens
316 rowan avenue
detroit, MI 48200

dear mrs. owens:

today our salesman, mr. john j. parker, called at your husband's office in the wilshire hotel. mr. parker was sorry not to have seen mr. owens, as he was eager to have him examine our set of books, hotel management. we feel your husband would find this reference series invaluable in his work as auditor of the wilshire hotel.

samuel collins, office manager of the ritz hotel, and hugh sullivan, owner of the hester chain hotels, have purchased the complete set; and they say that the books are wonderful.

perhaps you would like to order hotel management as a christmas gift for mr. owens. this set would be a wise answer to the question, "what can I buy that is truly useful?"

don't delay! order today!

very truly yours,

william s. martin
district sales manager

KEY

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Indicate the correct capitalization by writing the capital letter above the lower-case letter. Draw a line (/) through the lower-case letter.

June 26, 1986

M L A O
mrs. l. a. owens
316 rowan avenue
D
detroit, MI 48200

D M O
dear mrs. owens:

T M J J P
today our salesman, mr. john j. parker, called at your husband's office in the W H M P
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owens, as he was eager to have him examine our set of books, hotel M W
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wilshire hotel.

S C R H H
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don't delay! order today!

V
very truly yours,

W S M
william s. martin
D S M
district sales manager

Proofread the following letter--locate the errors, do not correct them.

June 26, 1986

Mrs. Winston H. Ross, Secretary
Avondale Manufacturing Company
4700 High Street
Columbus, Oh 43210

Dear Mr. Ross:

Many firms spend thousands of dollars annually to purchase find stationary which will carry the the image of there company to it's readers.

much of them insist on expensive papers and print that is eligible and up-to-date. Some require a letter head into colors and of a highly-artistic nature. This touch of of individuality, they feel, will create a lasting imporession on their public and leave an feeling of confidence in there firm.

Irregardless of the amount of capitol a compant is willing to spend on it's stationary, supplies and etc., we are experts in this feild and, are in a position to advice you when you are again ready to by.

Our company has just moved in to a knew Broad Street location and have all the faculties to show you our complete line of office supplys Passed experience has showed us that many of our customers like to shop after they close their own offices' therefore, we are open from 9 a.m. in the morning until 9 p.m. in the evening.

During March we will have a special exibit of high-quality papers at discount prices. We intite you too visit us at our new location.

We look forward to seeing you soon.

Very truley yours,

Mr. J. L. Jordan, Maneger

Encl

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Encl

Read over the entire letter carefully. Go through and indicate right on the copy the necessary corrections. While proofreading, be aware of capitalization, punctuation, spelling, and other corrections that may be necessary.

june 26, 1986

mr r j manning
Genral Insurance, inc
16412 Fleming
Newark, NJ, 0413

dear Mr manning

I have just recieved from the author the forth series of lessens' for our new insurance coarse. I now have the hole manuscript. the author has done a fair job although, there are two or three miner changes that we shall make before we can have the material printed

It is our plan to have this material ready in six-weeks for distribution. If we can do this we shall have ample time to do a good job of promotion & advertissing. As in the passed this material will sell for 39,50, less 25% to agent's. I thought You would be interested in this peace of good news.

Yours' very Truely,

thomas O Powell

Presidint

KEY

Read over the entire letter carefully. Go through and indicate right on the copy the necessary corrections. While proofreading, be aware of capitalization, punctuation, spelling, and other corrections that may be necessary.

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Yours very truly,

thomas O. Powell
President

ANSWER SHEET

LANGUAGE UNIT (Final Exam, pp. 148-154)

POST TEST

CAPITALIZATION

1. c
2. c
3. a
4. b
5. b
6. a
7. c
8. a

PLURALS

9. a
10. b
11. b
12. b
13. b
14. a
15. a
16. a
17. b
18. a

PRENOUN ANTECEDENTS AND PREDICATE AGREEMENT

19. b
20. a
21. b
22. b
23. a
24. b
25. a
26. a
27. b
28. a
29. b
30. b
31. a
32. b
33. b
34. a
35. a
36. a
37. a
38. b
39. b
40. a
41. a
42. a
43. a
44. b
45. b

USING IS AND ARE

46. a
47. b
48. a
49. b
50. b
51. a
52. b
53. b
54. b
55. a
56. a

IDENTIFY COMPLETE SENTENCES

57. a
58. b
59. b
60. a
61. b
62. b
63. a
64. b
65. b
66. b

POSSESSIVES

67. b
68. b
69. b
70. b
71. b
72. a
73. b
74. b
75. b
76. b
77. b
78. b
79. b
80. b
81. b
82. a
83. a

ANSWER SHEET

CHOOSING THE RIGHT WORD

84. b
85. a
86. b
87. b
88. b
89. a
90. b
91. b
92. b
93. b
94. b
95. b
96. a
97. b
98. a
99. b

HOMONYMS

100. a
101. b
102. b
103. b
104. b
105. b
106. a
107. b
108. b
109. a
110. b
111. b

MAKING CORRECT COMPARISONS

112. b
113. b
114. b
115. b
116. b
117. a
118. b
119. b

PUNCTUATION

120. a
121. a
122. b
123. a
124. a
125. b
126. a
127. b
128. a
129. a

NUMBERS AND PUNCTUATION

130. b
131. b
132. b
133. b
134. b
135. b
136. b
137. a
138. b
139. a
140. a

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